Mark Scheme (Results)

Summer 2024

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

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8GE0/02 Pre-stand Mark scheme 2024

Question number	State **one** social challenge created by the rapid urban growth of megacities. **Answer**	Mark
1(a)	**AO1 (1 mark)** Award **1** mark for a correct answer: • Shortage of housing (1) • Overcrowding (1) • Overcrowded schools (1) • Heath care systems cannot cope with demand (1) • Inadequate freshwater supply (1) • Sanitation system overwhelmed (1) • Waste collection/disposal cannot keep up with demand (1) • Crime rates (1) • High levels of air pollution (1) Accept overpopulation. Accept any other appropriate response.	**(1)**

Question number	Compare the changes in CO_2 emissions shown. **Answer**	Mark
1(b)(i)	**AO3 (2 marks)** Award **1** mark for each correctly identified **comparison** between the changes in emissions shown: • Western countries (UK, Germany USA) are **falling but** emerging countries are **increasing** (1). • UK had the **largest** decrease (1). • China had the **largest** increase (1). • Changes to emissions for emerging/Asian countries are **6 to 8x greater** than for western countries (1). • Germany and UK have achieved **greater changes** in emissions than USA (1). • India's emissions have risen **less fast** than China's (1). Comparative language **must** be used. Allow words including 'whereas', but', 'while' as part of a comparison. No separate mark for data, but it may be used as part of a valid comparison. Accept any other appropriate response.	**(2)**

Question number	Suggest one reason for the changes in CO_2 emissions shown for India and China. **Answer**	Mark
1(b)(ii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for a valid reason and a further **2** marks for explaining the reason, up to a possible **3** marks. For example: • China and India are focussed on industrialising their economies, (1) so energy is needed to power the factories (1) so fossil fuels are used to generate electricity, leading to high CO_2 emissions (1). • There has been a global shift of manufacturing industry to China/India from western economies (1) because production costs are lower (1) so CO_2 emissions are generated there to power the factories(1). • Populations in India/China are still increasing due to rural- urban migration and natural increase (although less quickly than in the past) (1) and therefore more fuel is required for cooking/heating/air conditioning/vehicles (1) and carbon emitting fuels are the cheapest energy source available (1).	**(3)**

	• India/China are developing/emerging countries (1) with economies dependent on manufacturing (1) which occurs in factories which emit high levels of CO_2 (1). • Accept any other appropriate response.	

Question number	Explain **two** social problems resulting from economic restructuring in deindustrialised regions in developed countries. **Answer**	Mark
1(c)	**AO1 (4 marks)** Award **1** mark for a valid social problem resulting from economic restructuring in deindustrialised countries and a further **1** mark for expansion, up to a maximum **2** marks each. For example: • Growth in unemployment as factories have closed (1) leading to depression and loss of hope as workers lack the skills to gain employment in new industries (1). • Spiral of decline in urban areas as the young move out (1) leaving an ageing population without enough nurses or carers (1). • Decline of service provision (1) as there are not enough people to support doctor's surgery/ schools/ public transport(1). • Growth in inequality in the community as unemployed depend on benefits/ food banks (1) so tensions are created (1). • Restructuring of the economy may lead to a rise in demand for housing/ loss of identity/ gentrification (1) linked to inmigration of workers (1). • NB are we firm on what is social? House prices/skills/ unemployment/ inequality / brain drain lots of overlap. I think it will be hard to get consistency unless we let it all in • Gentrification may occur as communities evolve with newcomers displacing local residents (1) which results in changes to the community and culture (1). Accept any other appropriate response.	(2+2)

Question number	Explain why some groups retain their cultural identity in a globalised world. **Answer**
1(d)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Some groups value their cultural identity/distinctiveness and have sought to retain control of it, for example by ensuring language and customs are passed on to their children, e.g. Welsh language is compulsory for children aged 5-16 in Wales, and 450 primary schools teach only in Welsh. • Some religions shun western influence and have strict codes of behaviour to ensure traditions are maintained. • Some communities/governments have banned or restricted access to media, for example limited access to foreign films in France and China. • Tourism has been restricted in some communities by the national government (e.g.2012 Indian government ruling about the Jarawa in the Andaman Islands.)

	• Some groups embrace the economic advantages of globalisation and have benefited through high wage employment (Fort McKay First Nation in Canada) and have been able to gain respect and protection for their cultural identity from the government. Allow a wide view of a 'group', to include governmental decisions to protect culture. Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1-2**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	**3-4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	**5-6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Assess the importance of developments in ICT (Information and Communication Technology) and mobile communications in the global spread of Transnational Corporations (TNCs). **Answer**
1(e)	**AO1 (3 marks)/AO2 (9 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. **Indicative content guidance** The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses. • The 21st century has been dominated by rapid development in ICT and global communication (mobile phones, internet, social networking, electronic banking, fibre optics), lowering communication costs and contributing to time-space compression. • Globalisation has affected some places and organisations more than others. • TNCs are important in globalisation both contributing to its spread (global production networks, glocalisation and the development of new markets) and taking advantage of economic liberalisation (outsourcing and offshoring). **AO2** • Changes in ICT have enabled communications to be instant and virtually cost free after initial investment in infrastructure. • Orders, designs and payments can be transmitted virtually, speeding up business, and enabling TNCs to outsource to low-cost locations, and use just-in-time methods.

	• Therefore factories in Asia can be used to produce clothes, mobiles etc, and orders can be made when an item is popular, reducing bulk orders and storage costs. • Therefore it is easy for TNCs to earn profits and cut costs. • New markets have been developed via communications and advertising, social media and networking, and the growth in wealth and development of a new middle class as a result of outsourcing. • However transport, (e.g. containerisation has also been essential, and air freight of low volume/weight goods) has allowed TNCs to develop global production networks. • Also the key role played by national governments in promoting economic liberalization, which has enabled TNCs to spread globally with minimal restrictions brought by protectionism. • TNCs also need a willing work force, good governance, a transparent and predictable regulatory framework, the rule of law and a stable society in order to invest and trade successfully. • Places that do not have good communications are still 'switched off' (e.g. North Korea) and TNCs have been slower to develop there (Sahel countries), as headquarters of TNCs cannot send orders or payments easily. Judgements are likely to involve assessment that without good communications, TNCs would not be able to extent their global reach, but other factors are also important. Without these, communications in themselves are not sufficient for TNC investment.

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	0	No rewardable material.
Level 1	**1-4**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	**5-8**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	**9-12**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	(a) State **one** way the connectedness of a place might change over time. 4A.2b **Answer**	Mark
2(a)	**AO1 (1 mark)** • New airport, motorway, rail link, train timetable with more trains (1) • Closed airport/fewer trains on a line/bypass so fewer cars pass (1) • New transport infrastructure (1) • Faster broadband/wifi • Investment in new/ improved transport links (1) • Allow the idea that connectedness might decrease due to decrease in income/ Answers must include the idea of change over time.	(1)

Question number	Calculate the mean number of employees per company. **Answer**	Marks
2(b)(i)	**AO3 (2 marks)** **Award (1) for correct working** **7250 ÷ 129 = 56.201** Award (1) for correct answer 56.2 **(to 1DP)**	(2)

Question number	Suggest **one** reason local authorities encourage expansion of science parks as shown in Figure 2. **Answer**	Mark
2(b)(ii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for analysing the resource to identify a reason local authorities encourage the continued expansion of science parks, and a further **2** marks for expansion, up to a maximum **3** marks. For example: • 7250 jobs provide employment (1) which contributes to continued economic growth in the area (1) and stem any out-migration from the place (1). • Businesses are set up by the university (1) so local young people could develop skills through work experience (1) which will help increase incomes and investment and reduce levels of poverty and deprivation, a priority for local government (1). • The science park has links with the university and local businesses (1) so local authorities hope that the multiplier effect will operate (1) to attracts further spending in the local economy (1). • University graduates find jobs locally (1) so spend in local shops and businesses (1) so they employ more people (1). • Science park is set in fields with trees/looks environmentally green (1) it creates/preserves habitats e.g. woodlands/ponds (1) which meets local government requirements to conserve biodiversity / improves quality of life for workers and locals(1). • The science park is very near the city (1) so cycling is encouraged (1) which cuts local congestion problems (1). The starter AO2 mark must link to the resource, which could be from the data or the photograph. Data does not have to be quoted. A reference to jobs is sufficient, for example. Accept any other appropriate response.	(3)

Question number	Explain **two** ways local interest groups may affect decision making about regeneration. **Indicative content**	Mark
2(c)	**AO1 (4 marks)** Award **1** mark for a way a local interest group may affect decision making, and a further **1** mark for expansion, up to **2** marks each. • Chamber of Commerce works with local businesses /local council (1) to ensure the regeneration will provide jobs for local people (1). • Local preservation societies raise money to purchase land/local buildings (1) so they are not destroyed by the regeneration (1). • Environmentalists work with planners /protest to them (1) to ensure that habitats for birds and insects are protected /created (1). • Local groups campaign to local / national government about their needs (1) so that plans are changed (e.g. providing housing for local residents /improved transport links)(1). • Local groups may use social media/petitions to find others who share their views (1) so that they have greater numbers of people to influence local councils (1). • Local groups may offer suggestions/insight (1) to ensure their needs are included in the plans (1). • Individuals from interest groups may seek election to council/Parliament (1) to seek support of their point of view/change the law/influence local plans (1). Accept any other appropriate response. The expansion should be about how the group affects the making of decisions, or about the effects of their actions. Do not credit **reasons** local groups oppose/support regeneration unless this is explained as part of the answer to the way they seek to affect decision making. Do not allow local councils as a local interest group as they are the decision makers, unless they are used as a group to represent local views e.g. to a TNC or national government.	(2+2)

Question number	Explain how decisions made by the UK government may encourage regeneration and economic growth. **Answer**
2(d)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Regeneration and economic growth can be encouraged through investment in infrastructure so that accessibility is improved to regions, for example, the major spending on HS2 from London and Birmingham hoped to achieve this. Faster trains would take cars off the road and improve connectivity for the Midlands and help rebalance the economy away from London. • UK Government decisions over housing policy can help regeneration/economic growth through providing accommodation to enable workers to relocate to a place. In 2022, the national government stated it aimed to build 300,000 houses per year in England. This could help recovery from the pandemic, through construction providing a deliberate stimulus to the economy. This is helping regenerate both rural and urban places. • UK Government decisions in about migration to allow migrants to travel and work has allowed wages to remain lower as workers will move internationally to fill vacancies (e.g. in the UK until Jan 2021, and in Germany since the Schengen agreement in 1985). Also seen in the Points based migration system in the UK. • UK Government decisions about deregulation allowed foreign TNCs to invest in the UK which affected economic growth both positively and negatively. • UK government decisions to enter the EU in 1973 and leave in 2016-2022 and the impacts of this may be explained. • Government attempts to regenerate areas with specific problems have included enterprise zones, Single Regeneration Budget, development corporations and many other strategies. Credit specific detail of these where there is focus on the question. • The question says 'may' so allow discussion of how far this has been achieved. Accept any other appropriate response. For Level 3 expect answers to discuss both regeneration and economic growth.

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Level 2	**3-4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	**5-6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Assess the advantages in using a range of evidence when measuring the success of regeneration. **Answer**
2(e)	**AO1 (3 marks)/AO2 (9 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • Assessing success is complex, as it could be considered in economic, social and environmental terms. • Each stakeholder will have their own criteria for success, as their views /perceptions will depend on the meaning of that place for each of them, and the extent to which the change impacts on both the reality and their image of the place. • Judgements about rural/urban regeneration can be particularly contested by stakeholders, as there may be a cohort of long-term residents, but also recently arrived incomers. • Strategies used to restructure urban or rural areas will provide the basis for discussion of the measures used to discuss their success. **AO2** • A range of evidence will give a fuller picture. • In economic terms, a successful regeneration project would increase income, reduce poverty and increase employment. Evidence for this might come from unemployment rates, job sectors represented, new housing, profits made for example. • In social terms, there would be a reduction in inequality both between areas and within them, along with increased life expectancy, reduced health deprivation and housing provision. These might be linked to economic improvements, and could be measured for example through census data, Index of Multiple Deprivation. • Improved living environments would be an environmental advantage, with reduction in the amount of derelict or abandoned land, reduced levels of pollution, and increased biodiversity. • Business owners will judge success in terms of profits, whereas a local authority might value number of jobs created, and whether local people are being successful gaining new employment or if jobs are going to internal or international migrants. • Local residents may subdivide into longer term and more recent arrivals. The former may have long-standing views about suitable types of activity in a place, and may be reluctant to encourage new investment if this leads to loss of farmland or to large numbers of visitors who lack respect for the countryside/urban places (e.g. 3 day tour of Game of Thrones locations in rural Ireland). Some may welcome business opportunities. • Recent arrivals may be wealthy, resulting increased house prices for locals, causing tensions. Both are likely to see improved broadband access positively however. Access to public transport and distances for secondary and further education may be issues faced by both which may not be addressed by regeneration projects.. Judgements are likely to agree that there are multiple advantages of using a range of criteria to cover the different needs of those involved. Some answers may rank criteria in terms of their value. However, this is likely to mean that overall decisions about success are difficult to achieve as opinions vary. Also over time, some projects may end or fail, due to changes in funding or key

	individuals moving on. Projects based on media shows may be very short term as public interest moves on, for example. Some have included evidence collected during fieldwork as part of their answer. This is acceptable if relevant to the question, and should be credited. Accept any other appropriate response

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Question number	State the range of the data for location A. **Answer**	Mark
3(a)(i)	**AO3 (1 mark)** • 7 (1) • Accept 1-8 (1) or 8-1 (1)	(1)

Question number	Suggest whether A or B is more likely to be closer to the location of the regeneration project. **Answer**	Mark
3(a)(ii)	**AO3 (2 marks)** Award 1 mark for a valid reason and a further mark for expansion • B is where regeneration took place because the number of pedestrians is greater throughout the day/ the number of pedestrians is always above 10 per hour, (1) whereas A has a wider range but is always at or below 8 (1) • The range, and interquartile range are larger for A due to the more variable number of visitors (1) suggesting that popularity of the regenerated site is greater (1). • People want to see the development (1). • There may be new shops as part of the regeneration project. (1) • Businesses may locate in the regenerated area (1) so more people work there and therefore footfall is higher (1). No mark for the choice of A or B. Accept two separate reasons. Note that either A or B can be argued as being closer to the regeneration project. Accept any other appropriate response	(2)

Question number	Explain **one** limitation of the design of this data collection method. **Answer**	Mark
3(a)(iii)	**AO3 (2 marks)** Award **1 mark** for a valid limitation and 1 further mark for expansion. • Data is not fully representative as it is only collected for one day of the week (1) and patterns might be different at the week-end(1). • Data is not representative as it only covers 6 hours on one day(1) so excludes rush hours and evening/other days of the week, which might give a different picture (1). • Where people are from is not recorded (1) so there is no way of recording whether those observed are from the local population (1). • No record of weather (1) which might affect pedestrian numbers (1). • Hard to count accurately (1) when in a crowded area (1). • The reason people are there is not recorded (1) they may be passing through (1). Do not credit criticisms of the bar graph as this is a presentation method, not a data collection method. Accept any other appropriate response	(2)

Question number	Explain **two** ways secondary data could be used to investigate the success of such regeneration projects. Answer	Mark
3(a)(iv)	**AO3 (4 marks)** Award **1 mark** for a valid way/or a source of secondary data that could be used and a further 1 mark for explaining how it could help measure success. • Use Index of Multiple Deprivation maps to find scores for places within and outside the regeneration site (1) and investigate the impacts of the regeneration on unemployment levels by comparing to a past IMD map (1). • Use websites about local history to research the problems the place faced(1) and carry out primary data collection to assess the benefits to the people/environment that have occurred(1). • Use past photos of locations in the regeneration site for a comparison (1) and note new buildings/infrastructure / state of repair in present day (1). • Use a past environmental quality survey carried out before the regeneration took place (1) and compare with results from own survey in the same locations using the same methods for scoring (1). • Find past and present records of average income (1) to see the impact of the regeneration project on types of job available (1). • Find records of past CO_2 (1) and see if this has decreased or increased (1). Note that the secondary data used might include comment on use of primary data for comparison, or of the use of a presentation method or statistical test, but there must be a valid secondary data source included for this mark to be awarded. Accept any other appropriate response	(2+2)

Question number	Assess how far your conclusions answered the question posed in the geographical investigation. **Answer**
3(b)	.**AO3 (9 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. No marks for stating enquiry question, but this should be used as the context for the answer. **Indicative content guidance** Content depends on student's enquiry question, and the conclusions drawn. Assessment could include the following: • Conclusions could include the response to the question, including the findings from primary and secondary data. Comments about the use of statistical and presentation methods might also be relevant. • The question or hypothesis may have been based on a theory or model, or be based on a comparison of two places, or change along a transect. The ideas suggested in the specification are: - evidence of regeneration strategies - public opinion on local regeneration strategies - historical change in the area. • Assessment about how far the question was answered might consider the scale of the investigation. For example, how far the sampling was representative of the range of views, or whether a large enough range of places was surveyed. • Another route might be to criticise the data collection methods themselves, and to suggest the impacts this had on the conclusions. • Suggestions of ways the investigation might have been improved would also be relevant. • If the question was not answered in full, then the assessment of the accuracy or reliability of the data obtained might be questioned.

	Accept any other appropriate response. Do not accept fieldwork contexts for Glaciation or Coasts.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–3**	• Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3) • Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3) • Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	**4–6**	• Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3) • Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)
Level 3	**7–9**	• Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) • Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Question number	Evaluate the extent to which the regeneration of Hambantota port has benefited the local people and the local environment. **Answer**
4	**AO1 (4 marks)/AO2 (12 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • Globalisation has accelerated because of rapid developments in transport, communications and businesses. • Political and economic decision making are important factors in the acceleration of globalisation. • National governments are key players through policies (free-market liberalisation and encouraging business start-ups). • TNCs are important in globalisation through global production networks and by enabling outsourcing and off shoring to take place, especially in Special Economic Zones. • Developing countries have experienced major environmental problems (including air and water pollution, land degradation, and loss of biodiversity), which impact on local people. • Infrastructure investment is needed in order to maintain growth and improve accessibility to regenerate regions, which may involve funding partnerships and loans. • Connections (both regional and national) have shaped the economic and social characteristics of local places. **AO2** **Regeneration has brought benefits to local people and the environment in:** **Economic terms:** • Jobs (docks/ancillary businesses in supply of goods, services and manufacturing (tyres) are created and local people may benefit from more formal employment, salaries and training, e.g. in growing and supplying rubber for the tyres. • As port is near global trade routes, further opportunities for economic development are possible as new transport and associated improvements in communications occur. • SEZ could be an attractive option for TNCs, e.g. for manufacturing as wages could be low, and import/export would be easy. • The flat land could be used for development of efficient factories, and the costs could be low as farm land could be bought cheaply. • Modern port will have the latest IT and processing systems so costs will be low and this may attract further FDI into the industrial hinterland. **Social terms:** • Investment will enable workers to afford education and health care • Their taxes would give government the income for investment in wider infrastructure which could be a catalyst for further development **Political terms:** • Hambantota area of Sri Lanka will have strong links to China, a world power, which could help develop new trading partners.

Question number	Evaluate the extent to which the regeneration of Hambantota port has benefited the local people and the local environment. **Answer**
	• In 99 years the port will revert to Sri Lankan ownership, which will bring benefits to local people in terms of revenues and self determination. **Environment:** • The port claims to be sustainable but there is no detail as to how this will be achieved. **However, the limitations on the benefits to people and environment include:** **Economic:** • Port /tyre factory are owned by Chinese company, so the port fees go to the company not a Sri Lankan one, and the profits are likely to leave the country. • Special Economic Zone may attract TNCs but the low taxes etc. mean there will be less benefit to the local government, and it is not clear if these taxes go to the Chinese company or to Sri Lanka. • Debts owed for the building of the port must still be paid to China in the long term. • Loss of livelihood for subsistence farmers and small-scale commercial farmers, so they are likely to be displaced elsewhere and may become landless labourers. • Tourism could be reduced as the passing of ships and industrial traffic will lead to pollution and reduce the popularity of beach resorts and wildlife habitats (flamingoes). • Chinese company may bring in own staff so locals only required for the low paid manual work, and most of the financial benefits go to the Chinese workers **Social:** • Food security could be reduced, may have to import food with a higher carbon footprint. • Loss of identity for the local people, as their way of life/culture has been destroyed **Political:** • Influence of Chinese government could be achieved through the company. • This could reduce the options for the local government and people to make decisions for the best for the Sri Lankan government. • Chinese government could use the port as a military base in the future, involving Sri Lanka in conflict that is not of its own making. **Environment:** • Habitats are likely to be damaged through the extraction of sand for the new port, the intense industrial activity and noise and pollution from ship movement. • Loss of habitat as the industrial zone extends, for example into Karagan Lewaya, the salt lagoon, which could affect tourism. Overall, evaluations might conclude that considerable environmental costs will occur with some partial economic and social benefits for the local people. The main economic benefits will go to the Chinese owners in the short term, with the loans to be repaid over the next 99 years. Politically there could be benefits from support from the Chinese government for this small country, but this could be at the cost of a loss of control over land and waters, and potential tensions with other countries.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–4**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)

Level	Mark	Descriptor
		• Limited synthesis of geographical ideas from across the course of study. (AO2)
Level 2	**5-8**	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)
Level 3	**9-12**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)
Level 4	**13-16**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)

Question number	State **one** reason for different levels of cultural diversity in places. **Answer**	Mark
5(a)	**AO1 (1 mark)** • Social clustering (1) • Proximity to employment (1) • Physical factors, e.g. location closer to port/airport (1) • Government planning policy (1) • Colonisation (1) • Cities have jobs so attract migrants, so may be more diverse (1). Accept any other appropriate response.	(1)

Question number	Calculate the mean number of employees per shop. Give your answer to 1 decimal place. **Answer**	Marks
5(b)(i)	**AO3 (2 marks)** **Award (1) for correct working** **1120 ÷ 209 = 5.35 (1)** **Award (1) for correct answer** **Answer = 5.4 (to 1DP) (1)**	(2)

Question number	Suggest **one** way migration flows have changed the culture of areas like The Broadway, Southall. **Answer**	Mark
5(b)(ii)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for interpreting the resource to identify one way migration flows have changed culture, and a further **2** marks for expansion, up to a maximum **3** marks**.** • Many shops/retail outlets (1) sell goods required by the local diverse community (1) who live or work or shop in ethnic enclaves with others from similar cultures (1). • Shops serving a particular community (1) tend to cluster in the same place (1) so it is easier for people to go shopping (1). • Shops provide food/clothing /sweets for the Asian community (1) and the area becomes a centre for migrants (1) replacing the shops and businesses that were previously here (1). • Restaurants serving Asian food are found here (1) because many migrant people work or live nearby (1), and this attracts other businesses/ shops /residents to locate in the same area (1). The starter AO2 mark must link to the resource, which could be from the data or the photograph. Data does not have to be quoted. A reference to shops is sufficient, for example. Accept any other appropriate response.	(3)

Question number	Explain **two** reasons rural places are seen as undesirable by some of their residents. **Answer**	Mark
5(c)	**AO1 (4 marks)** 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: • Remote locations are likely to be unpopular (1) with young people making it hard to meet with friends / pursue a range of careers /access further or higher education(1). • Distance means that transport costs are high (1) limiting options for socialising, especially for those who cannot drive/afford to use a car (1). • Too much mud/ noise/ smells (1) for those who have relocated from outside the rural places without much experience (1). Do not give a mark for naming a group. The mark is for a reason this group find the place undesirable. If there is no group, there may still be a valid reason. • Accept any other appropriate response.	(4)

Question number	Explain why changes to the built environment in diverse places may create challenges for some groups of people. **Answer**
5(d)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Changes to the built environment could involve gentrification of a place where house prices rises, so locals can no longer afford to live in their place of birth and are 'priced out' by incomers. • If there are ethnic or socio-economic differences between the groups, tensions may occur. • Redevelopment of retail space/housing may lead to higher rents and long-term business owners may not be able to compete, e.g. Tower Hamlets, Hackney, Muswell Hill in London. • Conversion of churches to mosques will bring benefits to some groups, for example, access to places of worship will allow worshippers to gather. This may produce resentment from older residents who remember the past. • New housing developments in rural areas may lead to disruption over several years for residents, and people may lose views or access to footpaths which may be re-routed. Extra traffic and people may bring people with new perceptions of village life which challenge those of longer-term residents. • However, new homes for local people may be created for local residents, if they can afford the prices. Social housing may safeguard some homes for local people. • Add a decline point Allow a wide interpretation of 'built environment', including housing, shops, businesses, road signs. • Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1-2**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	**3-4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	**5-6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Assess the advantages in using a range of evidence when measuring the success of the management of change in diverse communities (12) **Answer**
5(e)	**AO1 (3 marks)/AO2 (9 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • The management of cultural and demographic change can be measured using a range of techniques. • Different stakeholders, including demographic and ethnic groups view living spaces in contrasting ways, and use different criteria for assessing how successfully issues/change has been managed. • National and local strategies used to resolve issues are likely to produce impacts that will be measured differently. • Changes that have taken place can be measured using a range of economic, social, demographic and environmental variables in the diverse areas. **AO2** • Changes in the ethnic or demographic diversity of places may lead to issues or tensions in the place. • This may have happened over a long or shorter period of time, and it is likely there will be very different views about these changes/tensions/issues. • Assessing success is complex, as it can be considered in economic, social and environmental terms. A range of evidence will give a fuller picture. • Social progress can be measured by using measures which show reductions in inequalities both between areas and within them, such as e.g. increased life expectancy and reduced health deprivation in places. • Social progress could also be assessed in terms of reduction of tensions between communities, and cooperation or joint involvement in projects. For example Aik Saath helps young people from different communities work together to build conflict resolution skills. • Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria, depending on the meaning of the place to them. • This may affect the reality of the place in terms of measurable criteria (e.g. numbers of students completing their GCSEs successfully, or reduced vandalism). • Longer term residents may welcome the changes as they may result in reduced deprivation, if incomes and local spending are increased. This may reduce inequality between places and help people welcome other changes. • In economic terms, a successful management might increase income, reduce poverty and increase employment. • Improved living environments would bring environmental advantages, e.g. reduction in the amount of derelict or abandoned land, reduced levels of pollution, and increased biodiversity. This might be accompanied by well-being benefits for people. • Business owners will measure success in terms of profits, whereas a local authority might value number of jobs created, and whether local people are being appointed. • Local residents may subdivide between longer term and more recent arrivals. The former may have long-standing views about suitable types of activity in a place, and may be reluctant to encourage new investment if this leads to loss of farm land or to

Question number	Assess the advantages in using a range of evidence when measuring the success of the management of change in diverse communities (12) **Answer**
	large numbers of visitors who lack respect for the countryside/urban places (e.g. 3 day tour of Game of Thrones locations in rural Ireland). • Recent arrivals may be wealthy, resulting increased house prices for locals, causing tensions. Judgements are likely to agree that there are multiple advantages of using a range of criteria to cover the different needs of those involved. However, this is likely to mean that an overall decision is very difficult to achieve as opinions vary. Also over time, some changes/projects may end or fail, due to changes in funding or key individuals moving on. Projects based on media shows may be very short term as public interest moves on. Some have included evidence collected during fieldwork as part of their answer. This is acceptable if relevant to the question, and should be credited.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–4**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	**5–8**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	**9–12**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	State the range for the data for location A. **Answer**	Mark
6(a)(i)	**AO3 (1 mark)** • 7 (1) • Accept 1-8 (1) or 8-1 (1)	(1)

Question number	Suggest whether deprivation is likely to be greater at location A or B **Answer**	Mark
6(a)(ii)	**AO3 (2 marks)** Award 1 mark for a valid reason and a further mark for expansion • A because the number of pedestrians is lower (1) because some people do not have jobs or places to go so fewer people are walking about (1). • The range, and interquartile range are larger for A due to the more variable number of pedestrians (1) because some people do not work or work shifts so they get up later or at different times during the day(1). • B because more people are walking about (1). They may not be at work so incomes are lower and they have greater deprivation (1). No mark for the choice of A or B. Accept two separate reasons. Accept either A or B as the choice. Accept any other appropriate response	(2)

Question number	Explain one limitation of the design of this data collection method. **Answer**	Mark
6(a)(iii)	**AO3 (2 marks)** Award **1 mark** for a valid limitation and one further mark for expansion. • Data is not fully representative as it is only collected for one day of the week (1) and patterns might be different at the week-end(1). • Data is not representative as it only covers 6 hours on one day(1) so excludes rush hours and evening which might give a different picture (1). • No record of the ethnicity/gender/age of the people is recorded(1) so there is no record of whether the diversity of the local population is represented (1). • No record of weather (1) which might affect pedestrian numbers (1). • Hard to count accurately (1) particularly if visitor numbers are large (1). • The reason people are there is not recorded (1) so it is hard to draw conclusions about levels of deprivation solely from this method (1). Do not credit criticisms of the bar graph as the question is about data collection, not presentation. Accept any other appropriate response	(2)

Question number	Explain **two** ways secondary data could be used to assess the levels of deprivation in places such as these.	Mark
6(a)(iv)	**AO3 (4 marks)** Award **1 mark** for a valid way/or a source of secondary data that could be used and a further 1 mark for explaining how it could help assess levels of deprivation. • Use Index of Multiple Deprivation maps to find scores (1) and compare this with past IMD maps to see changes (1). • Use websites about local history to research the changes in the place (1) and use the maps/plans/photos you find to select relevant locations (1). • Use past photos of locations used for the surveys (1) and take present day photos at the same sites (1) and annotate these to comment on differences in quality of buildings/ services identified (1), • Use a past environmental quality survey carried out (1) and carry out your own survey in the same locations using the same methods for scoring (1). • Find records of CO_2 from the past (1) and compare to see if this has decreased or increased (1). Note that the secondary data used might include comment on use of primary data for comparison, or of the use of a presentation method or statistical test, but there must be a valid secondary data source included as well. • Accept any other appropriate response	(4)

Question number	Assess how far your conclusions answered the question posed in the geographical investigation. **Answer**

6(b)	**AO3 (9 marks)**
	Marking instructions
	Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.
	No marks for stating the enquiry question, but this should be used as the context for the answer.
	Indicative content guidance
	Content depends on the student's enquiry question, and the conclusions drawn. Assessment could include the following:
	• The ideas suggested in the specification are:
	  • evaluation of areas that have potential for improvement
	  • attitudes towards geo-demographic change
	  • extent of deprivation in an area.
	• Conclusions could include the response to the question, including the findings from primary and secondary data. Comments about the use of statistical and presentation methods might also be relevant.
	• The question or hypothesis may have been based on a theory or model, or be based on a comparison of two places, or change along a transect.
	• Assessment about how far the question was answered might consider the scale of the investigation. For example, how far the sampling was representative of the range of views, or whether a large enough range of places was surveyed.
	• Another route might be to criticise the data collection methods themselves, and to suggest the impacts this had on the conclusions.
	• Suggestions of ways the investigation might have been improved would also be relevant.
	• If the question was not answered in full, then the assessment of the accuracy or reliability of the data obtained might be questioned.
	Accept any other appropriate response.
	Do not accept fieldwork contexts for Glaciation or Coasts.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–3**	• Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3) • Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3) • Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	**4–6**	• Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3) • Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)
Level 3	**7–9**	• Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) • Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) • Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

Question number	Evaluate the extent to which international migration benefits for both migrants and their families in Kingston Jamaica. **Answer**
7	**AO1 (4 marks)/AO2 (12 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people. • International migration has increased in global hub cities and regions, deepening interdependence between regions. • Migration has economic, social, political and environmental costs and benefits for both host and source locations. • Culture and society change when significant international migration flows occur between the UK and former colonies. • Past and present connections have shaped places, leading to continuity and change. Places can be represented through different images and statistics. • People view their living spaces and cultural and demographic issues in different ways. **AO2** **Benefits to migrants and families** **Economic benefits** • International emigration allows remittances to be sent home, enabling improved quality of life for family members. Money can be used to invest in local businesses, generating employment. • 40% of the poorest families rely on this additional income to support their livelihoods including basic necessities and improvements to housing. • Remittances make up about 23% of Jamaica's GDP, which could help reduce reliance on government welfare for the poorest, enabling investment in other priorities. • Kingston is attracting migrants from overseas and the majority are well-qualified, contributing skills and spending to the local economy. • Some migrants return from lives overseas, bringing funds to invest and skills learned to benefit Kingston families, businesses and communities. • It may be possible for Kingston residents to obtain loans for their own businesses and houses as the remittances guarantee repayment. **Social benefits** • Older returning migrants volunteer in local community hubs to provide services, e.g. for barrel children who lack support from parents who have migrated themselves. • Children and young people can afford to attend university as parents earn more overseas. • Investment in improved water/sewage, healthier lifestyles, proper healthcare, and greater educational attainment make massive differences in life experience for those who receive them. • However, these highly educated young people may migrate themselves once qualified (brain drain), so gains for Kingston from an educated work force may not occur. • Migration has produced a community of diverse cultures.

	Problems caused by migration, which could form part of the evaluation **Economic** • Dependency on remittances can deter communities from self-reliance and hold people back from participating in the labour force. Families become over-reliant on handouts. • Over-reliance on remittances may create problems if they end. Social • Inequality of access to remittances may create resentment within a community between those who have and do not have relatives abroad. • Children may lack a strong relationship with their parents if they do not return home for year, leading to depression and isolation, especially if elderly relatives in Kingston become ill or die. • Elderly people in Kingston may lose both children and then grandchildren to migration, and lack support in their old age. • Children/teenagers without strong family support may be drawn into gangs, drugs and abuse. • Migrants who are deported back to Kingston from overseas may lack the support networks to provide them with the support they need, so they become a burden on the local community. Overall evaluation is likely to conclude that there are many economic and social benefits but socially, children suffer from weak relationships with parents, and elderly people may be neglected. Allow reference to both Kingston and Jamaica. Comparison with other places studied may be included.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–4**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships, to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Limited synthesis of geographical ideas from across the course of study. (AO2)
Level 2	**5–8**	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Argument partially synthesises some geographical ideas from across the course of study, but lacks meaningful connections. (AO2)
Level 3	**9–12**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships to produce a

		partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Argument synthesises some geographical ideas from across the course of study, making some meaningful connections. (AO2)
Level 4	**13–16**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Argument comprehensively and meaningfully synthesises geographical ideas from across the course of study throughout the response. (AO2)

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