**Q1.** Outline how topography can contribute to the character of a place.

**[4 marks]**

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**Q2.** Which **one** of the following is an exogenous factor that contributes to the character of a village in north west England?

**[1 mark]**

|  |  |  |
| --- | --- | --- |
| **A** | A nearby large city offers a wide range of employment and leisure opportunities. |  |
| **B** | It is located in a steep-sided valley and has a river flowing alongside the main street. |  |
| **C** | The buildings are mainly terraced houses that were built during the last century with local stone. |  |
| **D** | The 2011 census showed an above average proportion of people aged over 65 living there. |  |

**Q3.** Which of the following data sources involves a qualitative approach to determine people’s lived experience of a place?

**[1 mark]**

|  |  |  |
| --- | --- | --- |
| **A** | 2011 census data from the Office of National Statistics showing the percentage of residents with higher education degrees. |  |
| **B** | A local government survey on personal well-being based on residents’ perceptions of crime in the local area. |  |
| **C** | Data produced by a supermarket showing the average weekly spend of their shoppers. |  |
| **D** | A population pyramid showing the age-sex structure based on data from the 2011 census. |  |

**Q4.** Explain why an outsider perspective might give a different sense of place to an insider perspective.

**[4 marks]**

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**Q5.** Explain how exogenous factors contribute to the character of a place.

**[4 marks]**

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**Q6.** Outline how physical geography can influence place character.

**[3 marks]**

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**Q7.** With reference to **one or more** tropical storms that you have studied, assess the extent to which exogenous factors (relationships with other places) assisted with the response to the hazard created.

**[9 marks]**

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**Q8. Figure 1** below shows the change in population in Kingston upon Hull, a city in the Yorkshire and Humber region, from 1801 to 2011.



Note: Population change is plotted at various census points and records the population change from the preceding census.

**Figure 2** shows the percentage of the population in Kingston upon Hull employed in different sectors of the economy.



Using **Figure 1** and **Figure 2**, analyse economic and demographic changes in Kingston upon Hull.

**[6 marks]**

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**Q9.** Below is a list of quotes by people about the place where they live. Which quote best describes an exogenous factor affecting their sense of place?

**[1 mark]**

|  |  |  |
| --- | --- | --- |
| **A** | “My village is prone to flooding by the River Severn, so it is difficult to get insurance. We have just had flood-gates installed to protect our home.” |  |
| **B** | “Our town is ‘twinned’ with a town in France. Twice a year we have a French market selling cheese, bread and wine. Some of the streets in our town have French names.” |  |
| **C** | “We often spend our evening wandering along the canal towpath, looking at all the derelict cotton mills. We think about how this area would have been during the Industrial Revolution.” |  |
| **D** | “Farming is a way of life here. My family has been dairy farming for generations. We live on a large farm built on rolling hills so you can’t grow crops easily.” |  |

**Q10 SECURE MATERIAL Q11.** Which of the following lists has endogenous and exogenous factors about a town in the correct columns?

**[1 mark]**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Endogenous factors |   | Exogenous factors |   |
| **A** | A large immigrant population.On a plateau about 200 m above sea level. |   | Several tower blocks near the CBD.Three National Parks within 50 km. |  |
| **B** | At the foot of a scarp slope.Still has a castle with a moat. |   | First built in the fifteenth Century.Close to a motorway junction. |  |
| **C** | Built at a bridge point.A market square in the centre. |   | 25 km from the capital city.Visited by many Japanese tourists. |  |
| **D** | On a coal field.Near to a major port. |   | A banking centre.A high percentage of old people. |  |

**Q12.** Explain the difference between experienced places and media places.

**[4 marks]**

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**Q13. Figure 1** is from the current Ordnance Survey 1:50 000 series and shows part of south east Oxford.

**Figure 2** is taken from the Ordnance Survey map of that same area, published in 1899. The 1899 map has been enlarged to the same scale as the current map.

**Figure 1**

****

**Figure 2**

****

Using evidence from **Figures 1** and **2**, analyse the main changes to the human geography of the area that have occurred in the period shown.

**[6 marks]**

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**Q14. Figure 1**

**A painting of Manchester in 1946 by LS Lowry**

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Using **Figure 1** and your own knowledge, examine endogenous factors contributing to the character of this place.

**[6 marks]**

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**Q15.** Increased connections between people and places mean that places should no longer be categorised as ‘near’ and ‘far’.

To what extent do you agree?

**[20 marks]**

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**Q16.** In which of the following do **both** pieces of data show an exogenous characteristic of a place?

**[1 mark]**

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | The city is in a wide valley surrounded by moorland. | The new housing estate is home to many commuters to the nearby city. |  |
| **B** | The old coal mine is now a working museum. | The old industrial site has been cleared and new housing built. |  |
| **C** | A factory was built south of the village by an overseas company. | A new eco-hotel has been built for tourists a few kilometres north of the village. |  |
| **D** | The village green is the central hub of the village. | The church in the centre is made out of local limestone. |  |

**Q17.** Which **one** of the following statements describes an ‘experienced’ place?

**[1 mark]**

|  |  |  |
| --- | --- | --- |
| **A** | A place seen on a tourist advertisement. |  |
| **B** | A place in which a person grew up. |  |
| **C** | A place researched using qualitative sources. |  |
| **D** | A place which is familiar from a television series. |  |

**Q18.**

In the context of place, explain the meaning of ‘endogenous factors’ and ‘exogenous factors’.

**[4 marks]**

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**Q19.** Assess the extent to which the experiences of people living in a place that you have studied have been affected by the development of the area’s infrastructure.

**[20 marks]**

**Q20 SECURE MATERIAL**

**Q21.** Geographers talk about ‘experienced places’ and ‘media places’. Which of the following statements about those places is true?

**[1 mark]**

|  |  |  |
| --- | --- | --- |
| **A** | Experienced places are old and well-established but media places have only recently been developed. |  |
| **B** | Experienced places are places that are close to peoples’ homes but a media place is the whole area served by a local TV station, local radio station or local newspaper. |  |
| **C** | Experienced places are places where people live but media places are based on literature, like ‘Shakespeare Country’. |  |
| **D** | Experienced places are those places that a person has spent time in but media places are those that the person has only read about or seen on film. |  |

**Q22.** Outline the concept of a media place.

**[3 marks]**

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**Q23.** With reference to a place which has experienced a recent volcanic event, assess the importance of exogenous factors (links with other places) in responding to the event.

**[9 marks]**

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**Q24.** Evaluate the impact of migration on the character of a place that you have studied and people’s lived experience of that place.

**[9 marks]**

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**Q25.** Evaluate the impact that a tropical storm has had on the character of a place that you have studied and how the storm has affected people’s lived experience of this place after the storm.

**[9 marks]**

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**Q26.** Assess the extent to which local weather and climate in an urban area might affect its character and / or people’s lived experience.

**[9 marks]**

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Mark schemes

**Q1.**

Point marked

Allow 1 mark per valid point with extra mark(s) for developed points (d). Allow one mark for a definition and / or example of topography.

For example:

Notes for answers

•   Topography, meaning the shape / form of the land and the distribution of its surface features and relationship between them (1).

•   Topography can lead to broad perceptions made about place character, for example, the rugged landscape of the Isle of Skye (1) due to the spiky nature of its basaltic mountains (1) (dp). This compares to the Cotswolds being ‘quaint’ with its landscape of rolling hills (1) (dp).

•   Some villages are built along the length of a valley, giving the village a linear structure with houses and roads built parallel to the valley (1). This can result in local people feeling a sense of containment, hemmed in by the valley sides (1) (d). This in turn can lead to greater sense of locality and place identity as the topography has resulted in isolation from other places (1) (d).

•   Topographical features such as mountains may be composed of a specific rock type (1). The local rock of the mountains may be used to build houses, making them have a distinct look and giving the place its character (1) (d). For example, the ‘slate villages’ of North Wales are known for the houses built of local slate, and the culture of the area is deeply connected with the slate (1) (d).

The Notes for answers are not exhaustive. Credit any valid points.

**AO1 = 4**

**[Total 4 marks]**

**Q2.**

A

**AO1 = 1**

**[Total 1 mark]**

**Q3.**

B

**AO1 = 1**

**[Total 1 mark]**

**Q4.**

Mark scheme

Award one mark each for points of knowledge or understanding.

Allow extra marks for developed points.

For full marks there must be a clear contrast between and outsider and insider perspectives.

Do not credit opposite points.

Notes for answers

•   An insider perspective often means you live in the place, whereas an outsider perspective may mean that it is a place you have never visited (1).

•   An outsider perspective may mean you live in a place but you feel you don’t belong (1) for example a recent immigrant who doesn’t understand the culture (1) so this means you may feel excluded from that place (1).

•   A festival go-er visiting Glastonbury will see it very differently from someone who has lived there for many years (1) their sense of place will be dominated by the festival itself (1) whereas the local resident will know what Glastonbury is like for the rest of the year (1). However someone who lives in the town who becomes homeless due to rising house-prices may also have outsider perspective (1)(d).

•   An outsider perspective may mean that your sense of place comes from media representations such as TV programmes (1). This means that your sense of place is determined by the programme makers (1) for example you may think that the East End of London is like Eastenders, high crime rates and large markets on every day (1).

•   An outsider perspective may develop because some groups of people feel excluded (1) for example Traveller groups who live on the edge of a rural village (1) are sometimes made to feel unwelcome when the village residents try to have them evicted (1). The villagers themselves may feel that they have a real sense of community which will be very different to how the travellers feel (1).

**AO1 = 4**

**[Total 4 marks]**

**Q5.**

Point marked

For full marks there should be some link to character of place.

Allow 1 mark per valid point with extra mark(s) for developed points (d). For example:

Notes for answers

•   Exogenous factors are those which have an external cause or origin (1). For example, links to other places, routeways connecting places or policies made by external forces (1).

•   Exogenous factors often represent the flow of different things across space such as flows of people, money or ideas (1).

•   Exogenous factors such as flows of people change the character of places (1) for example, large numbers of South Asian migrants in Manchester have created the Curry Mile in Rusholme (1)(d). The character of the area is now dominated by curry restaurants, colourful sari shops and supermarkets selling exotic vegetables with many different languages being spoken (1)(d).

•   Relationships with other places can shape the character of a place (1) for example Helford Passage in Cornwall has many links with London as wealthy London residents have brought second homes (1)(d) as a result local services such as milk deliveries have closed down and many homes are empty for much of the year (1)(d).

•   Flows of investment into city centres by chain stores is also an exogenous factor (1) this causes homogenisation of town centres, meaning they lose individual character (1)(d).

**The Notes for answers are not exhaustive. Credit any valid points.**

**AO1 = 4**

**[Total 4 marks]**

**Q6.**

Point marked

Candidates must show how this aspect of physical geography influences place character.

Award one mark for each relevant point with extra mark(s) for developed points (d). For example:

Notes for answers

•   Topography may influence place character for example, location in a steep, narrow valley may influence the growth and development of a settlement (1) and give it a distinctive narrow, linear ‘shape’ and / or give a sense of isolation (d).

•   Geology may influence place character as it may be used as a local building material (1), for example, in the Yorkshire Dales limestone has influenced the place characteristic of many villages (1d).

•   Natural resources such as coal may have given rise to industrial villages or towns (1) such as Sharlston, Yorkshire (1d).

•   Coastal location is likely to influence place character as some towns may have developed for tourists with distinctive buildings such as large hotels and other tourist amenities (1), and they are likely to follow a linear pattern mirroring coastal topography (1d).

•   A physical feature linked to a named location (without other reference to place character) can be credited with one mark (1) if it can be regarded as a distinctive feature of the place. Examples include: White Cliffs of Dover (1) or Durham’s incised meander (1). Similar examples could be used.

**The Notes for Answers are not exhaustive. Credit any valid points.**

**AO1 = 3**

**[Total 3 marks]**

**Q7.**

**AO1** − Knowledge and understanding of the responses to tropical storms. Knowledge and understanding of potential exogenous factors in response to tropical storms.

**AO2** − Application of knowledge and understanding in evaluating the potential support offered from outside the area where the hazard struck, particularly in helping to minimise the impact of the hazard.

Mark scheme

**Level 3 (7−9 marks)**

**AO1** − Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** − Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Evaluation is detailed and well supported with appropriate evidence.

**Level 2 (4−6 marks)**

**AO1** − Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

**AO2** − Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Evaluation is evident and supported with clear and appropriate evidence.

**Level 1 (1−3 marks)**

**AO1** − Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

**AO2** − Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Evaluation is basic and supported with limited appropriate evidence.

Notes for answers

**AO1**

•   The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of multinational corporations or the impacts of international or global institutions.

•   Factors contributing to the character of places: Exogenous: relationships with other places.

•   The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.

•   Impacts: primary / secondary, environmental, social, economic, political.

•   Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

•   Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.

**AO2**

•   Candidates are required to study two contrasting storm events. Expect to see some responses which make contrasts between the two events in the extent to which exogenous factors contributed to the management of these events. However, this is not a requirement or an expectation of the question.

•   Exogenous factors are concerned with the relationships to other places either within the same country or beyond.

•   The thrust of the question is concerned with the extent to which these exogenous factors contributed to the management process and recovery after the event.

•   Hurricane Sandy struck the east coast of the USA in 2012. This was a major hurricane causing an estimated $32 billion in repair costs and directly causing the death of 53 people.

•   Exogenous factors here related to the way in which outside help was sought. For example, Barack Obama signed an emergency declaration shortly after the end. This guaranteed federal assistance in the recovery effort.

•   As a result of a declaration of public health emergency, The Federal Emergency Management Agency (FEMA), sent over 30 teams of workers into New York, to help with the recovery.

•   It is important to note that the state of New York set up an emergency fund of $100 million in order to support affected people. Some may point out that it was not just exogenous factors which helped with the recovery in this instance.

•   By unfortunate coincidence the New York marathon was scheduled at the same time that the hurricane struck. Thousands of runners from outside of the area came to support the relief effort.

•   This and many other actions meant that the death toll was relatively low for such a strong hurricane and it appeared as though the federal government had learned the lessons from Hurricane Katrina which had a disastrous impact just a few years earlier.

•   In this sense exogenous factors through federal government support, were pivotal in the relief effort. Without this the recovery operation would certainly have taken longer with greater long-term damage.

**AO1 = 4, AO2 = 5**

**[Total 9 marks]**

**Q8.**

**AO3** – Analysis of economic and demographic changes over time.

Mark scheme

**Level 2 (4–6 marks)**

**AO3** – Clear analysis of the quantitative evidence provided, which makes appropriate use of data in support. Clear connection(s) between different aspects of the data and evidence.

**Level 1 (1–3 marks)**

**AO3** – Basic analysis of the quantitative evidence provided, which makes limited use of data and evidence in support. Basic connection(s) between different aspects of the data and evidence.

Notes for answers

The question requires analysis of the data shown in the graphs.

Level 2 answers must make explicit reference to changes over time and make specific reference to the data to support points made.

•   **Figure 1** shows the largest population change over the whole period is in 1891 with an increase of 32,000 people. This coincides with a period of time where the largest proportion of people is employed in manufacturing, but there does not appear to be any significant changes to employment structure at this time.

•   **Figure 1** indicates that population change shows a greater increase for each subsequent census point between 1811 and 1891, with the exception of 1861 when it is 3500 less than 1851.

•   The positive population change recorded in 1961 was the smallest since 1811.

•   1971 saw the first negative change in population from the preceding census and the decrease in population was greatest in 1981 with a loss of 19,500. In 1991, this negative population change had slowed to approximately half of the 1981 figure.

•   2011 saw the first positive population change from the preceding census since 1961, an increase of 13,000 people, which is much smaller than the positive change seen at the end of the 19th century but still significantly reverses the negative change seen at the end of the 20th century.

•   **Figure 2** indicates a sharp decline in the manufacturing sector since the 1960s and this coincides with a significant negative change in the population shown in the 1971 census.

•   There is also a drop in the proportion of people employed in ‘utilities, construction and transport’ from the 1960s that seems to coincide with the drop in manufacturing and negative population change between 1971 and 2001.

•   There has been an ongoing increase in the proportion of people employed in ‘public services’ since 1920, with a significant increase since the 1950s. (approximately 5% in 1920 and 28% in 2011). There has also been a smaller increase in those working in ‘business services’. Consumer services have remained stable since the 1950s, but is the second largest employer after public services.

•   The figures show that agriculture has always been a small (and shrinking) part of the local economy. Mining employed a small percentage of the population between 1881 and 1921, but is not a significant part of employment structure in Hull.

•   Connections that link the data within one figure (e.g. employment structure in **Figure 2**) can be considered for access to Level 2 marks if data manipulation supports this, but not for maximum marks.

•   Overall, there is a shift from a manufacturing-based economy towards a service-based economy. The manufacturing sector is continuing to decline. Population change was positive between 1811 and 1961, but saw a period of negative change between 1971 and 2001. This trend has been reversed in 2011 which appears to be later than the growth in the proportion of people employed in Public Services sector and the Business services sector.

**Credit any other valid approach.**

**AO3 = 6**

**[Total 6 marks]**

**Q9.**

B

**AO1 = 1**

**[Total 1 mark]**

**Q10. SECURE MATERIAL**

**Q11.**

C

**AO1 = 1**

**[Total 1 mark]**

**Q12.**

Point marked

Allow 1 mark per valid point with extra mark(s) for developed points (d).

For example:

Notes for answers

•   Experienced places are places that you have lived in or visited before (1). This means we may acquire a deeper understanding of the place (1) (d).

•   Media places are places that we only know through media such as TV, literature, songs or art (1). This means that our perceptions are based on what is presented to us (1) (d).

•   Media places can be fictitious for example Hogwarts (1) and we can gain a strong sense of place through the media representations of these places (1) (d). These places cannot fall short of our expectations as we are unable to experience them (1).

•   Media places can become experienced places but not vice versa (1). However, when we experience such places, they may not live up to our expectations (1) for example visiting Melbourne after experiencing it through the TV show Neighbours and finding out that not every home has a swimming pool (1) (d).

•   Media places often focus on extreme positive or negative characteristics of the place (1). For example, new stories focusing on gang culture in London (1) can cause topophobia (1) (d).

•   For full marks there must be a clear difference identified.

The Notes for answers are not exhaustive. Credit any valid points.

**AO1 = 4**

**[Total 4 marks]**

**Q13.**

**AO3** − Interpretation of, and comparison between, the two maps. Analysis of the changes which have taken place in the settlement’s human characteristics over the period involved.

Mark scheme

**Level 2 (4−6 marks)**

**AO3** − Clear analysis of the quantitative evidence provided, which makes appropriate use of data in support. Clear connection(s) between different aspects of the data and evidence.

**Level 1 (1−3 marks)**

**AO3** − Basic analysis of the quantitative evidence provided, which makes limited use of data and evidence in support. Basic connection(s) between different aspects of the data and evidence.

Notes for answers

The question requires comparison between the two maps and analysis of changes which have taken place in the settlement’s human characteristics over the period involved. Responses should analyse the changes in the human environment between 1899 and the present day, as depicted in the two maps.

**AO3**

•   During this period Cowley has become more built-up. In the north and west this is mainly grid pattern streets, suggesting terraced housing.

•   To the south, in Rose Hill, Littlemore and Blackbird Leys, the street pattern suggests post-1945 housing estates.

•   In the very south west corner there is a science park, stadium and school, showing quite different land uses.

•   In the east of Cowley are several large industrial buildings including the motor works. The industrial buildings are built alongside a new major dual carriageway road which appears to be part of a ring road around Oxford.

•   Further to the east, the area appears to be green belt (see footpath) so less change has occurred. However, Garsington has seen quite a lot of development, probably post-1945 housing, on the north west edge.

•   Horspath has also developed with growth along roads to the north and south east. The railway that used to run through Horspath now ends at the Cowley works. A line of pylons has been built across the green belt.

•   The Military College, Industrial School, Lunatic Asylum and several smithies have all gone since 1899.

**AO3 = 6**

**[Total 6 marks]**

**Q14.**

**AO1** – Knowledge and understanding of the endogenous factors that contribute to the character of place. Knowledge and understanding of the concept of character of place.

**AO2** – Application of knowledge and understanding to this novel situation. Interpretation of **Figure 1** to examine endogenous factors represented in the painting.

Mark scheme

**Level 2 (4–6 marks)**

**AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.

**AO2** – Applies knowledge and understanding to the novel situation offering clear analysis and evaluation drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident with clear relevance.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions, change.

**AO2** – Applies limited knowledge and understanding to the novel situation offering basic analysis and evaluation drawn from the context provided. Connections and relationships between different aspects of study are basic with limited relevance.

Notes for answers

The question requires an understanding of endogenous factors. Candidates must look for evidence of endogenous factors represented by the painting. No credit for reference to exogenous factors or other places. Similarly, the question does not require candidates to assess the usefulness of the painting, so evaluation of the painting is not creditworthy. Endogenous factors not represented in the painting can be credited as AO1 knowledge. For L2 there must be reference to **Figure 1**.

**AO1**

•   Knowledge and understanding of the of physical geography as an endogenous factor.

•   Knowledge and understanding of other endogenous factors – location, land-use, built environment, infrastructure, demographic and economic characteristics.

•   Knowledge and understanding of the concept of character of place.

**AO2**

•   Interpretation of the painting to identify endogenous factors present in the painting.

•   The built environment is densely packed showing it is an urban, built up area. The buildings in the foreground are tall and appear to be industrial buildings. They make the area look industrial.

•   The land-use appears quite mixed. The area around the square looks to have shops but the buildings behind appear more industrial. To the rear there are churches and houses – a typical urban landscape perhaps.

•   Colour is used on buildings making the area look less drab and industrial, the people look to be having fun, the demographics suggest mixed ages but predominantly workers as they are all dressed similarly.

•   The topography is flat in the foreground but the area in the background appears to rise.

•   Economically the area has a very industrial feel, there are warehouse type buildings and large chimneys giving off a lot of smoke. This is contributing to the grey skies and ‘grey’ feel of the area.

•   Credit the link between the painting and the candidate’s own perception of character is also valid. For example, the buildings and grey skies make the character of the place look foreboding.

Credit any other valid assessment.

**AO1 = 2, AO2 = 4**

**[Total 6 marks]**

**Q15.**

**AO1** – Knowledge and understanding of how places can be categorised as ‘near’ and ‘far’. Knowledge and understanding of the impacts of connections on people and places.

**AO2** – Assessment of to what extent an increase in connections between people and places has made the categorisation of places into ‘near’ and ‘far’ less relevant.

Notes for answers

This question makes connections between different parts of the specification content on Changing Places, specifically the linking of how places are categorised into ‘near’ and ‘far and how connections between people and places may impact on this. Responses should focus on evaluating the importance of how far increased connections between people and places may affect the relevance of the categories of ‘near’ and ‘far’ places.

**AO1**

Knowledge and understanding of:

•   Categories of place: near places and far places

•   the concept of place

•   the impact of relationships and connections on people and place

•   the ways in which relationships, connections, meaning and representation affect continuity and change

•   continuity and change in the nature of places and our understanding of place

•   the impact of relationships and connections on place

•   how humans perceive, engage with and form attachments to places

•   factors contributing to the character of place in a local or distant place studied.

**AO2**

•   Overall, the intensification and acceleration of connections through flows of trade, money, people and information has led to a ‘shrinking world’ making the concept of ‘near’ and ‘far’ questionable.

•   Increased connections via the internet may lead to people feeling closely connected to places that are physically far away of which they have no lived experience. The categories of ‘media’ and ‘experienced’ places may be more relevant than ‘near’ and ‘far’.

•   Increased international migration and greater cultural diversity of places also means that people of different ethnicities may feel ‘near’ to their original homeland even if they no longer live there. For example, British ‘expat’ enclaves are common in UAE.

•   The categories of ‘near’ and ‘far’ may break down with the increased speed of modern transport connections. If ‘far’ places are distant to the place where people live, improved transport connections mean ‘far’ places can be reached more easily and experienced more often either for work or leisure. However, some places remain geographically remote and difficult to get to or experience so can still be categorised as ‘far’ places. Some communities may be geographically ‘near’ but remain relatively isolated and perceived by people as ‘far’ places.

•   The presence of global companies, brands and products in ‘far’ places may make places seem more homogenised and therefore difficult to categorise as ‘near’ and ‘far’. However, most places are likely to be shaped by a combination of local and distant connections and categories of ‘near’ and ‘far’ may help with an understanding of how a place has been shaped over time by changing connections both local and global.

•   Far places can often be associated with ‘other’ and increased connections may not have altered this as these ‘far’ places may be physically close.

•   The global pandemic may have made the categories of ‘near’ and ‘far’ once again more relevant to the study of place.

•   In the past, when places were not so well-connected, people may have developed stronger place attachments as they spent more of their lived experience and had more connections within a particular locality. However, many people do still have strong attachments to a ‘local’ place or may feel excluded from this for many reasons and the categories of ‘near’ and ‘far’ may still be very relevant to how people experience and perceive places.

•   A conclusion should make a judgement about the extent to which connections between people and places mean that the categorisation of places into ‘near’ and ‘far’ is still relevant in the study of changing places. Some may suggest that other ways of categorising places may now be more relevant. Any view is acceptable, as long as it is supported with reasoned argument and may also include illustrative examples and evidence.

Credit any other valid assessment.

**Level 4 (16–20 marks)**

•   Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).

•   Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).

•   Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).

•   Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).

•   Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

**Level 3 (11–15 marks)**

•   Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).

•   Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).

•   Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).

•   Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

**Level 2 (6–10 marks)**

•   Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).

•   Some knowledge and understanding of key concepts, processes and interactions and change (AO1).

•   Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

**Level 1 (1–5 marks)**

•   Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).

•   Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Very limited relevant knowledge and understanding of place(s) and environments (AO1).

•   Isolated knowledge and understanding of key concepts and processes.

•   Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

**Level 0 (0 marks)**

•   Nothing worthy of credit.

**AO1 = 10, AO2 = 10**

**[Total 20 marks]**

**Q16.**

|  |  |  |
| --- | --- | --- |
| **C** | A factory was built south of the village by an overseas company | A new eco-hotel has been built for tourists a few kilometres north of the village. |

**AO1 = 1**

**[Total 1 mark]**

**Q17.**

**B** A place in which a person grew up.

**AO1 = 1**

**[Total 1 mark]**

**Q18.**

Mark scheme

Award one mark each for points of knowledge or understanding.

Allow extra marks for developed points.

Maximum 2 marks for each explanation.

Notes for answers

•   Endogenous factors are those that originate internally (1).

•   They might include aspects of site or land on which the place is built (1) such as the height, relief, and drainage, availability of water, soil quality, and other resources (1)(d).

•   They also include the demographic and economic characteristics of the area (1) as well as aspects of the built environment and infrastructure (1)(d).

•   Exogenous factors are those that originate externally (1).

•   They include links to or influences from other places (1).

•   They might include aspects of situation or position of the place (1) such as distances from and routeways to other places, and the accessibility of the place (1)(d).

•   Relationships with other places are shown by the movement or flow of different things across space (1) such as people, resources, money, investment, and ideas (1)(d).

**AO1 = 4**

**[Total 4 marks]**

**Q19.**

**AO1** − Knowledge and understanding of the nature of the chosen place, the people who live there or who use that place and / or of the economy of that place. Knowledge and understanding of the infrastructure of the place.

**AO2** − Analysis of connections between elements of the infrastructure and the way these affect both individuals and the community as a whole. Evaluation of the extent to which developments in infrastructure have influenced people’s lives.

Notes for answers

The question makes connections between different parts of the specification content on Changing Places, specifically the linking of infrastructure development and people’s lived experience of the chosen place. Responses should focus on an evaluation of the extent to which changes in infrastructure have influenced people’s lives.

**AO1**

•   Knowledge and understanding of endogenous factors contributing to the character of place, particularly infrastructural developments.

•   The infrastructure of the place comprises the services essential to enable or enhance living conditions. It consists primarily of the large physical networks necessary for the functioning of a place.

•   Infrastructure includes communications such as roads, railways, canals, and / or airports. Other communications infrastructure may also be included, such as broadband and phone networks, along with services such as water supply, sewers and electrical grids. Provision of parks, public pools, schools, hospitals and libraries is also relevant.

•   Local, regional, national and international links might be considered, as well as past, present and proposed links.

•   Credit references to soft infrastructure such as the local education system, health care provision, local government, and law enforcement, as well as emergency services if relevant.

•   Knowledge and understanding of the local (or distant) place and the different groups that live there.

•   Knowledge and understanding of historical developments in the chosen place relating to developments in communication, buildings, power supplies and other infrastructure.

**AO2**

•   Evaluation of the ways that infrastructure may affect different people and groups, with reference to gender, age, level of education, employment type (or unemployment), ethnic group and length of residence or work in that place.

•   Responses might examine, for example, the effects of improved communication links on employment patterns, leisure activities, shopping, access to education and social amenities. Clearly the effects of these developments will vary between different groups in the community.

•   Impacts of development of infrastructure may be largely positive. For instance the built environment may be upgraded in an urban neighbourhood by finding new uses for old and often empty buildings, or clearing them away to make way for new ones, with associated upgrading of water supply, sewers, electrical grids and telecommunications. Old warehouses may be converted into luxury apartments and flats. Communications may be improved, allowing swifter access to other parts of the city. New industries and services might locate in the area so there are more jobs, leisure and entertainment provision, thus improving lived experience of place. Brownfield sites may be redeveloped, re-using space and saving land in the process. Infrastructural changes may lead to re-imaging or changing the reputation of a city or an area by focusing on a new identity / function.

•   Allow for negative impacts of infrastructure on people’s lives and on communities. For instance infrastructural developments in rural-urban fringe areas may cause expansion of suburbanised villages, greater commuting, increasing house prices, closure of local services, decline in bus services, more traffic congestion, negative environmental consequences.

•   Credit possible effect of changes in soft infrastructure such as the local education system, health care provision, and law enforcement. Crime prevention strategies and investment in better health care may lead to improved quality of life.

•   Analysis of connections between elements of the infrastructure and the way these affect both individuals and the community as a whole.

•   Assessing the extent to which people’s experiences have been affected by changes in infrastructure might include references to the way that these effects have varied over time and assessing how they might change in alternative possible futures.

•   Conclusion may emphasise the significance of infrastructural developments in causing change in people’s lives, considering both positive and negative impacts.

**Level 4 (16−20 marks)**

•   Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).

•   Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).

•   Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).

•   Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).

•   Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

**Level 3 (11−15 marks)**

•   Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).

•   Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).

•   Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).

•   Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

**Level 2 (6−10 marks)**

•   Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).

•   Some knowledge and understanding of key concepts, processes and interactions and change (AO1).

•   Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

**Level 1 (1−5 marks)**

•   Very limited and / or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).

•   Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Very limited relevant knowledge and understanding of place(s) and environments (AO1).

•   Isolated knowledge and understanding of key concepts and processes (AO1).

•   Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

**Level 0 (0 marks)**

•   Nothing worthy of credit.

**AO1 = 10, AO2 = 10**

**[Total 20 marks]**

**Q20. SECURE MATERIAL**

**Q21.**

D

**AO1 = 1**

**[Total 1 mark]**

**Q22.**

Point marked

Award one mark for each relevant point with extra mark(s) for developed points (d). For example:

Notes for answers

•   Media places are those portrayed by TV, film, radio or books (1); they can be/are often fictitious places based on real locations (1d)

•   Media places are places that people have not experienced (1), but which they have developed a sense of place for / about through books, TV, art and films. (1d)

•   Media may represent a place in a particular way and for a particular purpose (1). For example, East London is portrayed in the BBC’s EastEnders soap opera in a particular way to attract audiences to the show (1d)

•   Places in tourist brochures are media places for people who have not visited these places and they may not be accurate representations of these places (1). For example, pictures of green, lush golf courses in Southern Spain do not reflect the issues these places have with water shortages (1d).

•   Other creditworthy suggestions/examples: Rural/countryside places are often portrayed as idyllic in the media reinforcing nostalgic images of rural life (1). Cities are often stereotyped in a negative way, for example with portrayals of economic and social deprivation, crime, vandalism, pollution etc.(1)

The notes for answers are not exhaustive. Credit any valid points.

**AO1 = 3**

**[Total 3 marks]**

**Q23.**

**AO1** – Knowledge and understanding of the human response to a recent volcanic event. Knowledge and understanding of the role played by exogenous in the response to the volcanic event.

**AO2** – Application of knowledge and understanding to assess the level of importance of exogenous factors in a place in response to a recent volcanic event.

Mark scheme

**Level 3 (7–9 marks)**

**AO1** – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** – Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis is detailed and well-supported with appropriate evidence.

**Level 2 (4–6 marks)**

**AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant, though there may be some minor inaccuracy.

**AO2** – Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Analysis is evident and supported with clear and appropriate evidence.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

**AO2** – Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis is basic and supported with limited appropriate evidence.

Notes for answers

**AO1**

•   Impacts and human responses as evidenced by a recent volcanic event.

•   Impacts: primary / secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

•   Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses – fatalism, prediction, adjustment / adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle.

•   Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community’s response to the risk.

•   Factors contributing to the character of places:

–    Exogenous: relationships with other places.

**AO2**

Responses are expected to show an understanding of the nature of the response to a volcanic event. There should be clear recognition of the learning from the Changing Places unit in assessing the importance of exogenous factors on the people’s response to the volcanic event. Reciting learned case study material does not constitute AO2. It is the integration of the place study ideas and concepts which allow access to AO2.

•   There are any number of recent volcanic events to which candidates can refer; therefore, their overall assessment of the importance of exogenous factors will depend on the case study provided.

•   When assessing the response to the recent volcanic event candidates may address concepts of fatalism, prediction, adjustment / adaptation, mitigation, management and risk sharing.

•   Responses may also assess the response to the volcanic event in the context of The Park model and the Hazard Management Cycle.

•   Responses may assess both short- and long-term responses including the level of preparedness, mitigation, prevention and adaptation.

The above are legitimate elements to include in a response, but assessment must focus on the level of importance of the exogenous factors on these responses.

•   The nature of the exogenous factors being assessed will depend on the recent volcanic event. However, exogenous factors to be assessed could include:

–     in the relief phase – support in the form of emergency food, medical and other supplies; search and rescue advice, equipment and teams; financial aid

–     in the rehabilitation and reconstruction phases – support in rebuilding and repairing damage in the form of financial aid, equipment and materials, and volunteers; support in the form of expert advice and guidance in terms of rebuilding in ways to mitigate future risks

–     the role of NGOs or other governmental organisations in response to the volcanic event

–     other factors that could be explored could include the strength of international openness to the affected location; the level and importance of international connections of the place, i.e. if it is a popular tourist destination or important location for international business and trade; the level of personal external links to family and friends overseas, i.e. the availability of financial remittances from overseas.

•   Exogenous factors can operate at a range of scales. Some may refer to links with neighbouring settlements, whilst others may refer to international links. All scales are valid.

•   The key is that there is clear assessment of the importance of the exogenous factors on the response to the volcanic event.

**Credit any other valid assessment.**

**AO1 = 4**

**AO2 = 5**

**[Total 9 marks]**

**Q24.**

**AO1** − Knowledge and understanding of the impact of migration. Knowledge and understanding of the principles associated with understanding people’s lived experience of place.

**AO2** − Application of knowledge and understanding to evaluate the impact of migration upon the character of a place and people’s lived experience of that place.

Mark scheme

**Level 3 (7−9 marks)**

**AO1** − Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** − Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Evaluation is detailed and well supported with appropriate evidence.

**Level 2 (4−6 marks)**

**AO1** − Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

**AO2** − Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Evaluation is evident and supported with clear and appropriate evidence.

**Level 1 (1−3 marks)**

**AO1** − Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

**AO2** − Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Evaluation is basic and supported with limited appropriate evidence.

Notes for answers

**AO1**

•   Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas and the factors that influence them.

•   Patterns of economic and social well-being.

•   How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global.

**AO2**

•   Evaluation − Expect to see reference to new influxes of migrants to an area. Some may refer to a British city experiencing relatively new influxes of eastern European migrants. These migrants tend to come to UK cities in search of work, settling in places of low value and ample housing stock. Some will argue negatively, asserting that immigration changes the character of such locations, often inner city areas. The evidence is unclear here. Some will argue that inward migration fills labour gaps and revitalises previously rundown inner city areas. New markets are created and new opportunities for employment. This position will assert that inward migration improves the character of a place by adding diversity and young employable workforce. Services spring up to cater for needs of the inward migrants including retail and recreational opportunities.

•   Evaluation − A significant issue for some consideration is the impact upon culture and language, particularly where the receiving community is not accustomed to such change. Some will argue that this creates significant tension. Schools catering for English as an additional language for students is an issue which may be explored as exemplification.

•   Evaluation − Perceptions in the media may also change, particular where issues emerge such as flashpoints between locals and new immigrants.

•   Overall evaluation − It is for the individual response to explore the issues associated with inward migration. Provided arguments are balanced and valid, any position is creditable.

**AO1 = 4, AO2 = 5**

**[Total 9 marks]**

**Q25.**

**AO1** − Knowledge and understanding of the impact of tropical storms. Knowledge and understanding of the principles associated with understanding people’s lived experience of place.

**AO2** − Application of knowledge of impacts to evaluate the lived experience of the people and the impact upon the character of the place under investigation.

Mark scheme

**Level 3 (7−9 marks)**

**AO1** − Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** − Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Evaluation is detailed and well supported with appropriate evidence.

**Level 2 (4−6 marks)**

**AO1** − Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

**AO2** − Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Evaluation is evident and supported with clear and appropriate evidence.

**Level 1 (1−3 marks)**

**AO1** − Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

**AO2** − Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Evaluation is basic and supported with limited appropriate evidence.

Notes for answers

**AO1**

•   Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides.

•   Impacts of tropical storms: primary / secondary, environmental, social, economic, political.

•   Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.

•   The ways in which students’ own lives and those of others are affected by continuity and change in the nature of place.

•   How places may be represented in a variety of different forms.

•   People’s lived experience of the place in the past and at present.

**AO2**

Responses are expected to show an understanding of the impact of a tropical storm. There should be clear recognition of the learning from the changing places unit in assessing the impact of the storm and how this affected the peoples’ lived experience and the character of the place. Reciting learned case study material does not constitute AO2. It is the integration of the place study ideas and concepts which allow access to AO2.

•   Evaluation − For example, hurricanes such as Katrina may feature in responses. There should be clear application of knowledge which shows how the impacts left their mark on the people and place. 1800 people died during the event. This caused considerable distress and emotional damage for the people. Many left the area, arguably changing the community character of the place for many parts of Louisiana. The floods exceeded 4 metres in height in some places. To this day, those communities remain uninhabitable, transforming the character of the place.

•   Evaluation − There was substantial criticism of the response at the Federal Government level. Top officials openly referred to issues associated with race which they felt impeded the response. Many families were forced into large public and commercial buildings such as the Louisiana Superdome. This also left a negative psychological impact on people and their lived experience. Conditions were poor and crime was evident. Many years later the psychological scars remain from this catastrophic event.

•   Evaluation − Some may consider the perception of the place and how this was represented in the media. This is a legitimate approach. The Superdome received considerable media attention as did criminal activity such as looting. Locals argued that there was simply no choice but to loot in the face of such a poor response by the Federal Government.

•   Overall evaluation − Even today the majority of locals still do not feel that the area has recovered. This is supported by outward migration data, economic losses and community perception. This integration of this sort of place data would constitute a more sophisticated response. The character of the place and people’s lived experience has suffered immeasurably.

**AO1 = 4, AO2 = 5**

**[Total 9 marks]**

**Q26.**

**AO1** – Knowledge and understanding of the local climate and weather of an urban area. Knowledge and understanding of the character and / or people’s lived experience of that urban area.

**AO2** – Application of knowledge and understanding to assess the extent to which the local climate and weather have affected the character and / or lived experience of that urban area.

**Level 3 (7–9 marks)**

**AO1** – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** – Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis is detailed and well-supported with appropriate evidence.

**Level 2 (4–6 marks)**

**AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant, though there may be some minor inaccuracy.

**AO2** – Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Analysis is evident and supported with clear and appropriate evidence.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

**AO2** – Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis is basic and supported with limited appropriate evidence.

Notes for answers

**AO1**

Case studies of an urban area to illustrate and analyse key themes, to include:

•   the nature and impact of physical environmental conditions

•   urban form and characteristics in the given setting of the case study used

•   the impact of urban forms and processes on local climate and weather

•   urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution

•   the concept of place and the importance of place in human life and experience

•   factors contributing to the character of places: Endogenous factors: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics

•   people’s lived experience of place in the past and present.

**AO2**

Responses are expected to show an understanding of the local weather and climate of an urban area. There should be clear recognition of the learning from the Changing Places unit in assessing the effect of this local climate and weather on the character and / or lived experience of the people in that place. Reciting learned case study material does not constitute AO2. It is the integration of the place study ideas and concepts which allow access to AO2. Assessment will depend on the place named in the response.

•   Responses are likely to take a variety of approaches. Some may seek to apply knowledge of urban climates from the Contemporary Urban Environments unit to a place studied in the Changing Places unit, whilst others may apply the concepts of factors affecting character of place and / or lived experience from the Changing Places unit to a case study of urban climate studied in the Contemporary Urban Environments unit. The key is that candidates recognise how local climate and weather affects the character of place and/or lived experience of people in a place. The case study support is likely to be very varied.

•   Example:

–     Preston is a city in Central Lancashire in northwest England. During the 19th century the town expanded rapidly due to the development of the textile industries. One of the reasons for mills locating in this area on the north bank of the River Ribble close to the Irish Sea was the prevailing south-westerly winds bringing moist air inland which helped prevent fire risk from dust in the mills. By the middle of the 19th century 80% of the population depended on the mills and by 1927 there were 60 mills in the town.

–     Therefore, the local climate had a clear impact on the character of the urban environment that developed during the 19th and early 20th centuries and on the lives of people living in Preston, as it helped determine the nature of the built environment and urban form, alongside the nature of employment and housing available to Preston’s residents.

–     Much of the housing of central Preston is terraced housing built on a grid pattern. Long streets with an east-west orientation experience significant wind channelling and Venturi effect, especially on streets where 3 to 5 storey mill buildings remain. This is due to Preston’s location close to the Irish Sea to the west, where prevailing south westerly winds follow the estuary inland where they are channelled along the narrow straight terraced streets. On windy days, especially in the winter, this can be quite unpleasant for residents and often results in significant amounts of litter and other debris being blown around.

–     Therefore, the lives of local people have been / and are affected by the local weather conditions. Also, the character of local places is affected as some streets experience different local weather conditions.

–     In winter Preston can experience more fog than surrounding areas, which can cause issues for traffic especially early in the morning. The fog results from warm moist air moving inland from the Irish Sea along the River Ribble, as it passes over the cooler ground condensation occurs and the fog forms in the Ribble Valley, therefore, affecting the lives of people, especially those commuting in an out of the urban area for work.

–     Housing density is quite high in Preston, and the central urban area is usually a few degrees warmer than the surrounding rural areas on clear calm nights. In winter this reduces the number of frosts people experience, but can make conditions quite uncomfortable on hot summer nights.

Whatever place is chosen assessment should show understanding of the impact of local weather and climate on the character of the place and / or the lived experiences of the people in that place. Assessment of the level of connections between the different elements of the question is the key, and responses that assess past or present aspects are equally valid.

**AO1 = 4**

**AO2 = 5**

**[Total 9 marks]**

Examiner reports

**Q3.**

95% of students got this question correct and they indicated their response in the correct manner by shading the internal circle.

**Q4.**

The vast majority of students understood the concept of insider and outsider perspectives. However most simply stated opposite definitions, thereby repeating points already made. Better responses gained credit for using specific examples to support the points made.

**Q5.**

The vast majority of students understood the concept of exogenous factors. However, many failed to consider the impact these exogenous factors had on the character of a place, thus failing to address all parts of the questions, although this is required even in these shorter responses. More effective responses gained credit for using specific examples to support the points made.

**Q6.**

The majority (around 73%) of students got some credit from their responses but the performance on this question was disappointing (less than 10% got all 3 marks available). This was a question where demonstrating knowledge and understanding of the physical geography of a local or distant place studied could have been more effectively used, especially as credit was given for the use of appropriate examples.

Unfortunately, there were many generic and somewhat vague answers. Most students having identified physical geography factors, such as topography, coast, geology etc seemed to have problems linking these to place character. The more effective responses focused on coastal places with fishing, tourism, maritime or trading heritage; or alternatively the geology of an area being linked to the built environment.

**Q7.**

This was a question which tested the application of knowledge and understanding by drawing two distinct areas of the specification together. In this case it was *Changing places* and *Hazards*. Exogenous factors did feature in the responses of many candidates. They considered the exogenous factors at a variety of scales. Some argued that exogenous factors were those involving international aid organisations. Others argued that exogenous factors were those from outside the immediate area e.g. national government intervention through relief operations. Either approach was credited. Case study support tended to emerge through the events affecting the USA, Philippines and Haiti. Links to development were often made in considering the exogenous factors.

**Q8.**

Despite many students misunderstanding the ‘population change’ data in **Figure 1** as ‘total population’, generally students fared reasonably well with this question, with the average mark awarded being one of the few on the paper with above half marks. The employment structure compound line data in **Figure 2** was also occasionally misinterpreted, but over 40% of students were able to analyse the data clearly enough to enter Level 2 by making links either between the two sets of data or ‘internal’ connections (most commonly within **Figure 2**).

Students were generally quite accurate in interpreting and manipulating figures from both sets of data thus demonstrating good levels of achievement in this particular aspect of AO3. It was clear that some students initially misunderstanding the **Figure 1** data as total population, amended their response when they read off the minus figures between 1971 and 2001.

Many students analysed sufficiently to provide clear links between the two figures, although a good proportion of these also drifted into explanative causal relationships, introducing reasons for the changes rather than just identifying relationships – which is not creditable for AO3.

**Q9.**

89% students got this question correct and they indicated their response in the correct manner by shading the internal circle.

**Q12.**

Most students easily gained 2 marks by providing simple definitions of the terms ‘experienced places’ and ‘media places’. Many students did not score beyond this as they failed to develop these definitions to outline the differences. A route to success is to use a developed example. However, when examples were used, many students did little but name the place, which was not a creditworthy point. The best answers developed the differences by considering insider and outsider perspectives and the depth to which you can really know a place.

**Q14.**

The vast majority of students understood endogenous factors and were able to identify them in the painting. It was the link to how those factors contributed to the character of place that determined how successful the response was. The best students were able to recognise that there was an ‘industrial’ character, with grey skies and smoke. They looked at the demographics and how people were dressed, interpreting their activities in a variety of ways. Many stating it seemed ‘joyful’ as people were dancing. Some students did drift from the focus of the question and used knowledge of Manchester to outline the history and process of industrialisation in Manchester. Others used extra place examples, or examples of other sources to explain how endogenous factors contributed to character. This was not creditworthy. Students do need to look out for the subtleties of the question. In this case they were asked for the ‘character of **this** place’ not ‘**a** place’. This has been referred to in previous examiners reports.

**Q15.**

A wide range of approaches was adopted when answering this longer essay question. The question demanded that students made a link(s) between two fairly specific concepts: ‘increased connections’ and ‘near and far’ places, and then discuss, and ultimately evaluate, to what extent the former negated the latter. The variety of different responses and approaches seen were mostly appropriate, focused and creditworthy, especially as both concepts were correctly interpreted quite broadly.

The idea of increased connections was explored on a number of fronts, including improved transport technology. The idea of a time – space convergence was commonly referred to in terms of travel time between places being much reduced. Connection types were also examined in terms of media coverage and representation, including social media and the internet as well as flows of people through migration. Underpinning many of these points were ideas associated with globalisation, such as homogenisation, placelessness and varying degrees of place accessibility. Another interesting angle included in some evaluations was that of the affordability of increased connections and hence the statement was partly determined by inequality. These were all perfectly valid lines to follow in the context of the question.

Equally, the near and far places idea was discussed in terms of distance and time travelled and linked to the transport connection mentioned above. However, as well as the ‘physical’ near and far, it was also explored in terms of the emotional attachment to places, which inevitably and legitimately brought in other ideas. These included the notion that near or far could be determined by sense of place or by insider versus outsider perspectives of place.

Putting together combinations of these ideas and linking them, especially if the discussion was reasonably balanced, resulted in some very focused, purposeful, well-supported and engaging essay responses at the top end of marks. Overall, nearly 10% of students achieved Level 4 marks and almost half of students secured a Level 3 mark or above. Like question 1.5, there was no requirement to use examples or named places in the response and it was feasible for non-place supported responses to enter Level 3 comfortably, though those containing references to named places were more likely to include the level of detail necessary for Level 4.

Textbook case studies of named places, such as Detroit, Brick Lane and Stratford were used extensively and occasionally to good effect. However, a focus on place alone generally did not work as well with this question and in weaker responses tended to become a case study ‘offload’, with little application to the question. Those using more varied, especially local, places as evidence to support each argument tended to offer a more solid foundation for a good response.

A large number of responses were seen scoring at the upper end of Level 2. These tended to be efforts with some focus on the question but were either narrow or imbalanced in their approach and lacking clear development and/or evidence to support. Weaker responses often included those providing a superficial examination of one concept or the other without making the necessary links.

**Q16.**

These two multiple-choice questions (MCQ) evidently provided a gentle introduction to the exam paper following the 3 year break. Both were tackled comfortably by around 90% of students, which is a much higher percentage than MCQ questions have achieved in the past. It presents further evidence that the knowledge base of the topic has improved.

**Q17.**

These two multiple-choice questions (MCQ) evidently provided a gentle introduction to the exam paper following the 3 year break. Both were tackled comfortably by around 90% of students, which is a much higher percentage than MCQ questions have achieved in the past. It presents further evidence that the knowledge base of the topic has improved.

**Q23.**

This question required students to make a link across the specification units and it remains worthwhile to remind centres that in every series there will be one question which crosses specification units - at both AS and A-level. It is clear that many students were well prepared for this with a large majority achieving Level 2 or higher. In this case, the link was from *Hazards* to *Changing Places*. The concept from *Changing Places* of exogenous factors (links with other places) featured in this hazards question.

Examiners encountered a range and variety of case studies. However, some centres have clearly interpreted the requirement to study a ‘recent’ event very broadly. Students were not penalised for this. Most students went beyond a simple list of responses to their chosen event and did at least begin to assess the involvement of links to other places. There was no prescription as to how distant the places considered should be, nor was, for example, an international dimension required. Some responses successfully referred to links to places that were relatively close to the event, for example neighbouring settlements providing shelter or support workers, whilst others interpreted ‘links with other places’ to be more distant international links. Various approaches were acceptable.

**Q26.**

The requirements of this question crossed the specification units. It is important to remind centres that in every series there will be one question which crosses the specification units at both AS and A-level. In this case, the link was to *Changing Places*.

This question required students to make a link across the specification units and it remains worthwhile to remind centres that in every series, there will be one question which crosses specification units – at both AS and A-level. The concept (from that unit) of the character of place and / or people’s lived experience was integrated into this contemporary urban environments question focusing on the effects of local weather and climate in an urban area on the character of the place of people’s lived experience. A significant number of responses showed little AO1 knowledge and understanding rooted in the ‘Urban Climate’ section of the specification.

Many responses included very simple statements along the lines of ‘when it is raining people will be unhappy’, or ‘when it is sunny the place will look nice’. Such responses lacked the sophistication and gained little credit. The more effective responses clearly engaged with how specific characteristics of urban areas affect the local weather and climate and then gave clear assessment of how this specifically affected the character of that place. For example how high levels of rainfall and damp atmospheric conditions experienced in many areas of northwest England were a factor in the development of the textile industries of the 18th and 19th centuries, impacting on the characteristics of such urban areas as Lancashire mill towns today. Others gave very specific impacts of characteristics of urban weather and climate on specific lived experiences. While some engaged with the cross specification link well, many others did not and a notable proportion did not attempt the question or scored zero.