**Q1.**

With reference to your local place, assess the extent to which qualitative sources (for example songs, artwork) present contrasting images to quantitative sources (for example census data, maps).

**[20 marks]**

**Q2.**

For a distant place you have studied, assess the extent to which lived experience inevitably leads to an ‘insider’ perspective of this place.

**[9 marks]**

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**Q3.**

Name **one** source of quantitative data that you used to study your distant place.

Evaluate the usefulness of that source in helping you to understand the place, by comparing it with the qualitative sources used to study that place.

**[9 marks]**

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**Q4. SECURE MATERIAL**

**Q5. SECURE MATERIAL**

**Q6.**

Outline the cultural characteristics **or** social inequalities you found in the local place that you have studied.

**[3 marks]**

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**Q7.**

With reference to a place you have studied, evaluate the usefulness of quantitative data sources such as statistics and maps in representing the lived experience of a place.

**[20 marks]**

**Q8.**

You have studied a local and a distant place.

Assess the extent to which the demographic characteristics **or** patterns of social inequality are influenced by the built environment in both your local and your distant place.

**[20 marks]**

**Q9.**

‘The changing character of a place over time is more effectively represented by statistical and cartographical sources than artistic sources such as painting, poetry and photography.’

With reference to either your local or distant place, critically assess the extent to which you agree with this statement.

**[20 marks]**

**Q10.**

Which would be the best type of map to show cultural and social differences within a place that you have studied?

**[1 mark]**

|  |  |  |
| --- | --- | --- |
| **A** | Trip line map |  |
| **B** | Flow line map |  |
| **C** | Choropleth map |  |
| **D** | Desire line map |  |

**Q11.**

The table below shows data obtained from students from an estate agent indicating how average house prices in the local town had changed over the previous 30-year period.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **House price £** | **1986** | **1991** | **1996** | **2001** | **2006** | **2011** | **2016** |
| 1 bedroomed flat or house | 27 | 45 | 41 | 86 | 105 | 103 | 114 |
| 2 bedroomed house | 32 | 51 | 49 | 95 | 146 | 141 | 158 |
| 3 or 4 bedroomed house | 43 | 68 | 67 | 157 | 238 | 227 | 247 |
| 2 or 3 bedroomed bungalow | 39 | 61 | 59 | 140 | 205 | 195 | 209 |

\*All figures in thousands

Assess the usefulness of house price data such as that shown in the table above in helping to understand the nature of a local place, comparing it with other quantitative sources that you used in studying place.

**[6 marks]**

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**Q12.**

Outline how oral sources, such as songs, can be useful when investigating people’s attachment to a place.

**[3 marks]**

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**Q13.**

For a distant place that you have studied, assess the extent to which flows of people have been important in developing the character of this place.

**[20 marks]**

**Q14.**

Discuss how continuity **and / or** change in the built environment have affected perceptions of a local place that you have studied. Refer to both your own perceptions **and** the perceptions of others.

**[9 marks]**

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**Q15.**

‘Conflict often arises when people who live in a place try to resist changes that appear to have been forced upon them by organisations, groups and individuals from outside that place.’

To what extent does this statement apply to **one or more** places that you have studied?

**[20 marks]**

**Q16.**

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]**

**Q17.**

‘The impact of globalisation has transformed and improved places beyond recognition.’

With reference to your distant place, critically assess this statement.

**[20 marks]**

**Q18.**

Evaluate the role of **one or more** external forces in changing lived experience in the local **or** distant place you have studied.

External forces might include:

•   government policies

•   multinational corporations

•   international or global institutions.

**[20 marks]**

**Q19. SECURE MATERIAL**

**Q20.**

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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**Q21.**

The diagram shows the change in life expectancy along the number 83 bus route in Sheffield, a city in the UK. The index of multiple deprivation is also shown on the map.

Note: The life expectancy data provided is the average for each ward.

Analyse the data shown in the diagram.

**[6 marks]**

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Mark schemes

**Q1.**

**AO1** – Knowledge and understanding of their local place. Knowledge and understanding of qualitative and quantitative sources and how they may present contrasting images.

**AO2** – Applies this knowledge and understanding to assess the extent to which qualitative and quantitative sources presents a contrasting image in the local place studied.

Notes for answers

The question links different parts of the theme of Changing places, specifically the representation of place by different sources and the local place study. The question is very open-ended, and candidates may attempt this in a variety of ways. However, there should be a focus on contrasting the ways in which different sources represent their local place. If they refer to more than one place, credit the best response.

**AO1**

•   Knowledge and understanding of qualitative sources such as photography, art, stories.

•   Knowledge and understanding of quantitative sources such as census data and cartography.

•   Local place study – character and lived-experience of the place.

•   The local place characteristics over time. Changing socio-economic and demographic characteristics.

•   The concept of place-meaning and identity. The individual or collective perception of place.

•   How places can be represented in a variety of different forms such as advertising, art and how this might show a different viewpoint to census data for example.

**AO2**

•   Analysis of qualitative sources representing their local place. For example, some street art might represent the harsh realities of life in an inner-city area.

•   Analysis of quantitative sources representing their local place. Census data can be used to show different demographics and employment types, levels of education etc. Specific reference to the changing characteristics shown by the statistical source. For example, census data shows how gentrification and urban regeneration has caused influx of professional young people into inner city areas.

•   Evaluation of the usefulness of quantitative sources in representing the local place. They may consider the relative usefulness or in isolation. Consideration of the limitations of the sources in showing the characteristics. For example, they may consider that statistics can be manipulated. Many people don’t complete the census.

•   Evaluation of the reliability of qualitative sources in providing an accurate representation of characteristics of the local place studied. A consideration of the intended audience and subsequent subjectivity.

•   The contrasts between qualitative sources and quantitative sources in representing the local place. Qualitative sources may exaggerate both positive and negative perspectives of place whereas statistics may not give an indication of actual lived experience.

•   The similarities between different sources – for example the poem written about weather in a place may be supported by Met Office data.

•   Analysis of how and the reasons why the local place studied is represented in different forms. How the representations of the place may change over time and how place characteristics might change over time.

•   A critical assessment of how their place may be represented in a variety of forms and all of these may be used by different audiences and have different meanings to different groups of people.

•   Critical assessment of the extent to which there are contrasts in representing the local place. Reflection on the effectiveness of how the place studied is represented. A valid response would be to consider the ways in which their own lives have been affected by the ways in which their place is represented.

•   There should be an overall conclusion. Any conclusion is valid as long as it is supported by evidence in the body of the response.

Credit any other valid approach. Evaluation should be based upon preceding content.

**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]**

**Q2.**

**AO1** – Knowledge and understanding of the lived experience of people can lead to different or similar perspectives on place. Knowledge and understanding of ‘insider’ and ‘outsider’ perspectives of the distant place chosen for study. Knowledge of sources of evidence.

**AO2** – Application of knowledge and understanding by the assessment of how far lived experience may lead to ‘insider’ perspectives of the distant place, using appropriate knowledge of sources evidence to support judgement.

Mark scheme

**Level 3 (7–9 marks)**

**AO1** – Demonstrate detailed knowledge and understanding of how lived experience may lead to ‘insider’ and ‘outsider’ perspectives on place.

**AO2** – Demonstrate detailed application of knowledge and understanding of how lived experience may lead to ‘insider’ and ‘outsider’ perspectives on place. Synthesises information and uses appropriate evidence to fully support a conclusion about the extent to which lived experience leads only to an ‘insider’ perspective on place.

**Level 2 (4–6 marks)**

**AO1** – Demonstrate clear knowledge and understanding of how lived experience may lead to ‘insider’ and ‘outsider’ perspectives on place.

**AO2** – Demonstrate clear application of knowledge and understanding of how lived experience may lead to ‘insider’ and ‘outsider’ perspectives on place. Synthesises information and uses appropriate evidence to fully support a partial conclusion about the extent to which lived experience leads to only an ‘insider’ perspective on place.

**Level 1 (1–3 marks)**

**AO1** – Demonstrate basic knowledge and understanding of how lived experience may lead to ‘insider’ and ‘outsider’ perspectives on place.

**AO2** – Demonstrate basic application of knowledge and understanding of how lived experience may lead to ‘insider’ and ‘outsider’ perspectives on place. Uses appropriate evidence to support a basic conclusion about the extent to which lived experience leads to only an ‘insider’ perspective on place.

Notes for answers

The question requires an assessment of how far lived experience leads to ‘insider’ or other perspectives in the distant place studied. Ideally, evidence should be used to support the response.

**AO1**

•   Knowledge and understanding of the distant place that has been chosen for study.

•   Knowledge and understanding of how lived experience may lead to an ‘insider’ perspective of this place.

•   Knowledge and understanding of different perspectives on or within the distant place studied, including ‘insider’ and ‘outsider’ perspectives on place.

•   Knowledge and understanding of evidence for ‘insider’ and ‘outsider’ perspectives on the distant place.

•   Knowledge and understanding of how lived experience may not always lead to an ‘insider’ perspective on a place.

•   Credit suggestions that factors other than lived experience may determine whether an ‘insider’ perspective is adopted or not, or that different perspectives on place may not be discernible.

•   Knowledge of sources of evidence from distant place studies.

**AO2**

•   Application of knowledge and understanding to assess how far lived experience has or has not led to an ‘insider’ perspective on place. For example, lived experience may lead to a sense of ‘belonging’ to this place or a greater ‘attachment’ or ‘familiarity’ may lead to a feeling of being an ‘insider’ to this place.

•   Assessment of how far those that are new to a place may have more of an ‘outsider’ perspective and may not share the same perspective of being an ‘insider’ as those who have lived for longer periods of time in this place.

•   Assessment of how far there may be an ‘outsider’ perspective even for some who have considerable lived experience in a place. For example, certain ‘groups’ within the place may not feel a sense of being an ‘insider’ or accepted by the local community. The actions of others rather than lived experience may form these perspectives on place. Sections of the community that are marginalised or experience prejudice or discrimination may feel ‘outsiders’.

•   Assessment of how far ‘lived experience’ may lead to people / groups to feel ‘insiders’ in certain locales within a place. For example, in an area that is more familiar or they are more socially familiar with. Some locales may be perceived to be ‘hostile’ and result in the perspective of being an ‘outsider’. Also, some people living in a place may feel an ‘insider’ perspective at times, but not at others.

•   Assessment of how far there is evidence of lived experience leading to different perspectives on a place. It is possible that lived experience may lead to a less ‘homogenous’ perspective on place. For example, in a place that has a very mobile population or a place that is very culturally diverse or a small rural community.

•   Credit suggestions that lived experience may lead to ‘other’ perspectives on place. For example, some people who have lived in a place for a long time may have little attachment beyond the home and may not have a perspective of being either an ‘insider’ or ‘outsider’ to this place.

•   Evidence from the distant place study is synthesised to enable a rational, evidence-based conclusion to be reached about how far lived experience always leads to an ‘insider’ perspective on place.

**Credit any other valid assessment.**

**AO1 = 4**

**AO2 = 5**

**[Total 9 marks]**

**Q3.**

**AO1** − Knowledge and understanding of the chosen data source and of the qualitative sources with which the source is compared. Knowledge and understanding of the distant place chosen for study.

**AO2** − Application of knowledge and understanding by evaluation of the usefulness of the quantitative source and comparative qualitative sources, using appropriate evidence to support judgement.

Mark scheme

**Level 3 (7−9 marks)**

**AO1** − Demonstrates detailed knowledge and understanding of the chosen data source and of the qualitative sources with which the source is compared.

**AO2** − Demonstrates detailed application of knowledge and understanding by evaluation of the usefulness of qualitative and quantitative sources. Judges their utility, synthesises information and uses appropriate evidence fully to support judgement.

**Level 2 (4−6 marks)**

**AO1** − Demonstrates clear knowledge and understanding of the chosen data source and of the qualitative sources with which the source is compared.

**AO2** − Demonstrates clear application of knowledge and understanding by evaluation of the usefulness of qualitative and quantitative sources. Judges their utility, partially synthesises information and uses some appropriate evidence to support judgement.

**Level 1 (1−3 marks)**

**AO1** − Demonstrates basic knowledge and understanding of the chosen data source and/or of the qualitative sources with which the source is compared.

**AO2** − Demonstrates basic application of knowledge and understanding by evaluation of the usefulness of qualitative and/or quantitative sources. Judges utility and uses limited evidence to support judgement.

Notes for answers

The question requires the evaluation of a quantitative source of data used in the study of a distant place, comparing this source with qualitative sources used in studying the same place.

**AO1**

•   Knowledge and understanding of the chosen data source and of the qualitative sources with which that source is compared. The qualitative and quantitative sources should be specific to the chosen place.

•   Knowledge and understanding of the distant place (either in the UK or abroad) that has been chosen for study.

•   Credit relevant quantitative data from any source and from any time period, for instance census data, employment records, school catchment data, council tax records, land registry records. The census provides largescale, quantitative data, which has been used by national agencies to understand and plan for population growth and other demographic changes. The type of data source will depend on the location of the place, especially if situated beyond the UK.

•   Qualitative sources might include field observation, interviews with people who live in and have direct experience with local environments, narrative, descriptive, oral histories and interpretive sources, as well as field sketches, photographic and video evidence, artistic representation.

**AO2**

•   Application of knowledge and understanding to evaluate usefulness of the chosen quantitative source in studying local place. Older resources or those representing a more extended sequence of dates should tell more about the changes in the place.

•   Evaluation of the relative advantages of quantitative as opposed to qualitative sources. Composite quantitative data sources such as the census allow detailed objective information to be interpreted about a place, covering several social and economic dimensions. The data may be comprehensive, allowing comparisons to be made between places or parts of the same place.

•   Analysis of the ways in which qualitative information can complement numerical data, broadening the scope of the data to include people’s experiences, perspectives and perceptions. It acknowledges the fact that human responses are often based on perception rather than externally-validated facts.

•   However, local and subjective knowledge may not be comprehensive, reliable or correct. People’s perceptions and memories can be distorted, and interviewers’ interpretations of what is said can be skewed.

•   Evaluation in the form of judging the utility, synthesising and comparing information about the two sources and coming to a rational, evidence-based conclusion about the way that understanding of the place was built up. In reality the two types of source complement each other, and both may be essential to create a comprehensive picture of the place being studied.

**AO1 = 4, AO2 = 5**

**[Total 9 marks]**

**Q4. SECURE MATERIAL**

**Q5. SECURE MATERIAL**

**Q6.**

Mark scheme

Point marked

Award one mark for each relevant point with extra mark(s) for developed points (d). (Max one mark for identifying the cultural characteristic or social inequality.)

Notes for answers

Answers will depend on the size, location and nature of the local place studied. The answer will focus on evidence for **either** cultural characteristics **or** social inequalities. Only credit one option if examples of both are outlined in a response.

Cultural characteristics are shown by the variety of religious buildings there are in the town (1). There is a church, a mosque and a synagogue (d) and they each reported a high level of attendance (d).

•   Comparing census maps showing the Index of Multiple deprivation highlighted social inequality (1) showed that there are two areas that have very high levels of deprivation (d) and map overlays show that these are also the areas with the highest number of migrants from Eastern Europe (d).

•   There is a 50% difference in the number of pupils receiving pupil premium money in two neighbouring primary schools (1).

•   Variations in housing density (1) can reveal social inequality with some areas having multi-occupancy properties densely packed together (d) and others having larger single households in more spacious surroundings (d).

•   Areas with high concentrations of certain ethnic groups (1) are shown with a concentration of ethnic shops and businesses (d).

**AO1 = 3**

**[Total 3 marks]**

**Q7.**

**AO1** – Knowledge and understanding of how lived experience of a place can be represented through a variety of data sources. Knowledge and understanding of a local or distant place studied and the experience(s) of people who live there.

**AO2** – Assessment of to what extent maps and statistics, or other quantitative data sources represent the lived experience(s) in the local or distant place studied.

Notes for answers

This question makes connections between different parts of the specification content on Changing Places, specifically the linking the way that maps and statistics, or other quantitative data sources represent the experience of the people living in a place. Responses should focus on evaluating the usefulness of statistics and maps, or other quantitative data sources in representing the lived experience(s) in a local or distant place they have studied.

**AO1**

•   Knowledge and understanding of the concept of place and the importance of place in human experience.

•   Knowledge and understanding of lived experiences in a local or distant place, both past and present.

•   Knowledge and understanding of how place can be represented in a variety of ways and for a variety of purposes.

•   Knowledge and understanding of how external agencies may make attempts to influence or create specific place-meanings.

•   Knowledge and understanding of a range of qualitative and quantitative sources from a local or distant place studied.

**AO2**

•   An evaluation of how useful maps and statistics (or other quantitative sources) are for representing lived experience of people in a place.

•   Evaluation of whether statistics are a useful representation of lived experience in a place. For example, census data may be seen as an accurate and reliable representation of lived experience as quantitative data is objective data, derived from full coverage of the population at regular 10-year intervals and is compiled by a reliable source (the government). It provides a variety of social and economic data that can be used to objectively analyse lived experience in a place, for example, average income levels and population structure. Some may suggest that the 10-year interval means that data becomes out-dated and this makes it a less reliable representation of lived experience.

•   Evaluation of how far other sources of statistical or mapped data such as crime data, Index of Multiple Derivation and health data are reliable and accurate representations of lived experience.

•   Statistics can be graphed or overlaid on to local maps to show possible variations in lived experience within a place. Some may suggest that mapping this data across very small areas is a reliable and accurate way to represent spatial patterns of lived experience. Others may suggest that the stark contrasts between areas on choropleth maps give a misleading representation of changes in lived experience between areas.

•   Evaluation of the usefulness of other statistical data sets. For example, it may not be possible to determine the source of all ‘Big Data’ sets and some samples may not be representative of the whole population of a place. Also, websites such as checkmystreet.co.uk, which provide reports of social and economic data in a place, may be viewed as less reliable or representative as they are selecting data for a particular purpose. Data from local surveys may give a more accurate and reliable representation of lived experience or may be seen to have a small sample size or bias.

•   Evaluation of whether statistics and maps may be manipulated by external agencies to reflect a particular lived experience in a place. For example, housing developers may market a place using a small selection of statistical indicators that show a very positive lived experience of this place. Also, there may be inaccuracies in maps, for example, historical maps that can be misleading.

•   An evaluation of how far statistics, as objective data, may not represent people’s own perceptions or views of their lived experience as they do not reflect a ‘sense of place’ or people’s own perceptions of place. It may be argued that this is more reliably represented by the use of qualitative data sources. Some maps and graphs may show qualitative data, for example, happiness levels and this may be seen to make them more representative of lived experience.

•   An evaluation of quantitative data might compare it with the use of qualitative data in representing lived experience. This is a valid approach to the evaluation, especially if there is some balance in considering the relative usefulness of both types of data.

•   A conclusion should make a judgement about the extent to which statistics and maps (or other quantitative data sources) are useful for representing lived experience of a place. Some may argue that they are very useful for representing the lived experience and others may argue that they are often not a reliable means to represent lived experience, or at best a partial representation of the lived experience of some groups or some areas within a place and that qualitative data sources may be more useful for representing lived experience. Some students may adopt a more balanced perspective and argue that some quantitative data sources are useful for representing lived experience, whilst other sources less so.

•   Any view is acceptable, as long as it is supported with reasoned argument and 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]**

**Q8.**

**AO1** − Knowledge and understanding of the nature of the chosen places, the demographic characteristics or social inequality present in both places. Knowledge and understanding of the built environment in both places.

**AO2** − Analysis of connections between the built environment and the demographics or social inequality. Assessment of the extent to which built environment is responsible for the characteristics of both places

Notes for answers

The question makes connections between different parts of the specification content on Changing Places, specifically the linking of the built environment with either demographics or social inequality. Responses should focus on an assessment of the extent to which the built environment determines those characteristics. A legitimate approach would be to consider other factor that might be more important. There is no requirement to compare or contrast the two places.

For L4 there should be some balance in quality for both places.

**Max L2 if only one place considered.**

**AO1**

•   Knowledge and understanding of endogenous factors contributing to the character of place, particularly the built environment.

•   The built environment consists of all man-made features present in a settlement and could include a variety of functions for example residential, industrial, retail or business environments, roads and recreational spaces.

•   Responses could consider changes to the built environment for example regeneration projects, brownfield sites, greenfield sites.

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

•   Knowledge and understanding of the demographic characteristics or social inequality present in both the local and the distant place.

**AO2**

•   Evaluation of the ways that the built environment may affect demographic characteristics (e.g. population structure, ethnicity) or social inequality (e.g. poverty, access to services, health).

•   Responses might examine, for example, the types of housing on levels of poverty or breakdown of resident age groups. Clearly the effects of the built environment will vary between different groups in the community and between both places, depending on the characteristic of the place.

•   Impacts of the built environment could consider change over time, for example the impacts of a new shopping centre or industrial park may cause change in demographics and social inequality. Regeneration projects may have large impacts on population characteristics. Such change could be positive or negative and both approaches are equally valid.

•   There may be an assessment of recent changes in the built environment and assessing how they might change in alternative possible futures.

•   A comparative approach, allowing a contrast in the extent to which the built environment affects characteristics in both places. This would be a perfectly legitimate response.

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

•   Assessment of the extent may consider that other endogenous factors or exogenous factors are more important than the built environment, e.g. physical geography and links to other places.

•   Assessment of the extent may consider that the demographics / social inequality may influence the built environment.

•   Conclusion should refer to the relative significance of the built environment in determining the demographics or level of social inequality.

**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]**

**Q9.**

**AO1** − Knowledge and understanding of the changing character of a place. Knowledge and understanding of how places are represented by qualitative and quantitative data.

**AO2** − Applies this knowledge and understanding to evaluate the use of different sources in showing how the distant or local place changes over time.

Notes for answers

The question links different parts of the theme of changing places, specifically the contrasting representations of place through different data sources and the changing character of either the local or distant place.

Responses can be based on any data sources that fit the statement. The context should be **change** in the specific places studied. There should be reference to both statistical and cartographical sources.

**AO1**

•   Knowledge and understanding of the characteristics of the place chosen. This might include socio-economic characteristics, demographics, employment, built environment, land-use.

•   Knowledge and understanding of how the place characteristics have changed over time. Change over time could be described at a variety of scales and this will very much depend on the place chosen. For example, it may include change over hundreds of years or it may just be recent changes due to regeneration or a new housing estate.

•   Identification of endogenous and exogenous factors contributing to the character of places, such as physical geography, economic development, demographics, land-use, built environment, links with other places.

•   Generic awareness of the usefulness of different quantitative sources in determining the character of places. For example, census data is useful in determining the demographics of a place. Cartographic techniques show land-use such as agriculture or retail areas.

•   An understanding of the limitations of statistical and cartographical techniques. Maps historically were hand-drawn and only included features that the map-maker wanted you to see. Statistics can give you a skewed idea, for example census data can suggest that everyone was living in poverty if you only look at a narrow range of results.

•   Generic awareness of the usefulness of different qualitative artistic sources, such as music, paintings or photography. For example, photographs can give an accurate representation of change that we are able to visualise.

•   An understanding of the limitations of artistic sources. The issues surrounding subjectivity and the purpose of the art.

•   An understanding of what is meant by ‘representation of place’. Knowledge of how and why places are represented.

**AO2**

•   Analysis of how and the reasons why the place studied is represented in different forms. How the representations of the place may change over time due to the changing characteristics or needs of the stakeholders.

•   Analysis of how statistical sources are used to represent changing characteristics in the place studied. For example, census data can be used to show different demographics and employment types, levels of education etc. Specific reference to the changing characteristics shown by the statistical source.

•   Evaluation of the usefulness of the statistical source in representing the change accurately. Consideration of the limitations of the source in showing the change. They may consider that statistics can be manipulated. Many people don’t complete the census.

•   Analysis of how cartographical sources are used to represent changing characteristics in the place studied. For example, maps can show changes in a settlement such as new housing estates, giving you an idea of the scale of the change. Specific reference to the changing characteristics shown by the cartographical source.

•   Evaluation of the usefulness of the cartographical source in representing the change accurately. Consideration of the limitations of the source in showing the change. They may consider that maps in the pasts were often hand-drawn and therefore open to subjectivity. OS maps limit what is shown – for example it is not possible to always be able to tell land-use and there may be no indication of what buildings are used for. Maps are not always updated that frequently.

•   Analysis of different artistic sources used in showing changing characteristics of the place studied. Paintings can be used to show historical change. Use of before and after photos to show how characteristics of retail areas have changed due to immigration for example. Music can represent people’s lived experiences of change over time.

•   Evaluation of the reliability of artistic sources in providing an accurate representation of changing characteristics of the place studies. A consideration of the intended audience and subsequent subjectivity.

•   Different perceptions of what constitutes an effective representation could also be considered.

•   A critical assessment of how their place may be represented in a variety of forms and all of these may be used by different audiences and have different meanings to different groups of people.

•   Critical assessment of the extent to which the statement is true. Reflection on the effectiveness of how the place studied is represented. A valid response would be to consider the ways in which their own lives have been affected by the ways in which their place is represented.

•   Overall assessment of the extent to which statistical and cartographical techniques provide a more effective representation of places.

**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]**

**Q10.**

C

**AO1 = 1**

**[Total 1 mark]**

**Q11.**

**AO1** − Knowledge and understanding of the quantitative data used to investigate the characteristics of local place.

**AO2** − Application of knowledge and understanding to this novel situation. Analyses and evaluates the usefulness of quantitative data source in understanding the nature of a local place, comparing this to other quantitative sources.

**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 awareness of the range of quantitative sources used in the study of local place and application of this knowledge and understanding in evaluating the usefulness of the quantitative data relating to house prices.

**AO1**

•   Knowledge of the geography of the local place studied, its economic and social setting, and the general changes in demography and economic activity over time.

•   Knowledge of various sources of quantitative data used in the study of local places. This includes census data, employment data, school catchment areas, council tax banding data.

•   Understanding of the purpose of specific quantitative data sources. The census for instance provides large scale, quantitative data, used by national and local agencies to help understand and plan for population growth and other demographic changes. Employment data indicates the features of the employed workforce, employment structures and the numbers / proportions of jobs in different sectors.

•   Knowledge and understanding of changes over time as evidenced in quantitative data sources, for instance trends in population size and structure, school population statistics and overall employment vacancies / types.

**AO2**

•   Evaluation of the usefulness of the data on house prices, indicating overall changes in the value of the whole place, spatial variations within the place, and the general economic status of the place.

•   Analysis of changes in house prices shown in the table, which can be linked to economic trends such as the recessions of the 1990s and 2008 onwards, which in turn relate to other evidence of economic change.

•   Analysis of the overall increase in prices, and increasing disparity in price between different house types depicted in the table help to highlight social divisions in the place studied, and lack of affordability to lower income groups. Rapid price increase particularly during certain periods such as the late 1980s and 1990s might be linked to growing prosperity at a local level.

•   The house price survey may be usefully placed in a broader context using websites such as Zoopla and Rightmove, and other comparative data sources, including local newspaper advertisements.

•   Evaluation of the way that the data might be useful in providing evidence for making deductions about either the demographic and cultural conditions or the economic conditions in the place. Given that the data covers a 30-year period it is particularly useful for evidence of change. The changes can be compared with national and regional statistics, which may reflect relative economic and / or demographic trends.

•   This value of this source should be compared with the usefulness of other sources used in the study of the chosen local place, such as census data, employment data, school catchment areas and council tax banding data and how these have changed over time.

•   Analysis of small sample data sets such as house price information may be of limited value compared with the comprehensive statistics obtained from the national census, which give a fuller picture of the place studied. The ten yearly census provides counts of the numbers of people, families or households resident in specific geographical areas drawn from themes of population, people and places, families, ethnicity and religion, health, work, and housing.

•   Overall evaluation - no data source is enough to provide a full and detailed picture of the place on its own. House price data primarily shows evidence of economic change, although other aspects might be inferred. There is a need to use different data sets to provide insight into different elements of the place e.g. social, environmental, demographic characteristics.

**AO1 = 2, AO2 = 4**

**[Total 6 marks]**

**Q12.**

Point marked

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

For example:

Notes for answers

•   Songs or poetry or reminiscences may be useful, as writers may give a sense of how it feels for them to be in that place and what their sense of place is(1) and by interpreting these sources it is possible to see how local musicians or poets or people may perceive and form attachments with a place they are writing about or how they might feel others experience or engage with a place (1d). For example, the song Dirty Old Town, by Ewan MacColl shows his attachment to the people of Salford but not the built environment (1d). Poems, such as ‘This is the Place’, by Tony Walsh may help to identify factors that contribute to a strong place attachment (1d).

•   Interviews or reminiscences may give a sense of whether a person feels like an ‘insider’ or an ‘outsider’ in the place (1) and are more likely than quantitative sources to show an ‘emotional’ response to a place (1d).

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

**AO1 = 3**

**[Total 3 marks]**

**Q13.**

**AO1** − Knowledge and understanding how flows of people have contributed to place character. Knowledge and understanding of other factors that may contribute to place character. Knowledge and understanding of the character of a distant place.

**AO2** − Assessment of how flows of people have contributed to place character. Assessment of factors other than flows of people that may have contributed to place character.

Notes for answers

**AO1**

•   Knowledge and understanding of the distant place and its developing place character.

•   Knowledge and understanding of the role of past and present flows of people in developing place character. Flows of people may be intra-national or international. It can include out-migration or in-migration, seasonal migration, tourism or even daily flows such as commuting.

•   Knowledge and understanding of a range of other factors in developing place character such as trading connections, flows of investment, media influence, discovery or exhaustion of resources etc.

•   Knowledge and understanding that place character may include people’s lived experiences, the demographic and cultural characteristics of place or socio-economic characteristics.

**AO2**

•   An assessment of how far flows of people have been important in developing place character. Responses might examine, for example, how past and present flows of people have contributed to the character of the built environment. For example, past flows of people may have led to the development of terraced housing as people moved to urban areas for work. Out-migration may have contributed to a cycle of decline for some areas. Some may consider how flows of people has contributed to people’s lived experiences of this place.

•   Assessing the extent to which factors other than migration have been important in creating place character. For example, a particular local industry may have helped to develop place character.

•   Responses may consider that flows of investment and money have contributed more to place character than flows of people. Some may argue that low migration has helped to ‘preserve’ the unique character of the place.

•   Responses may acknowledge that the role of flows of people and / or other factors in creating place character may have changed over time.

•   Conclusions should make a judgement about how far flows of people have contributed to the character of the distant place studied.

**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]**

**Q14.**

**AO1** − Knowledge and understanding of continuity and / or change in the built environment and our own and others’ perceptions of place. Knowledge and understanding of the local place chosen for study.

**AO2** − Application of knowledge and understanding by the discussion of how continuity and / or change in the built environment may have impacted on ours or others’ perceptions of a place.

Mark scheme

**Level 3 (7−9 marks)**

**AO1** − Demonstrate detailed knowledge and understanding of how continuity and / or change in the built environment may impact on ours or others’ perceptions of place.

**AO2** − Demonstrate detailed application of knowledge and understanding by the analysis of how continuity and / or change in the built environment may impact on our own or others’ perceptions of place. Synthesises information and reaches a conclusion about how continuity and / or change in the built environment has impacted on perception(s) of place. Uses appropriate evidence to fully support a conclusion about the impact of continuity and / or change in the built environment on ours and others’ perception of place.

Must refer to **both** own perceptions and perceptions of others for a L3 mark.

**Level 2 (4−6 marks)**

**AO1** − Demonstrate clear knowledge and understanding of how continuity and / or change in the built environment may impact on ours or others’ perceptions of place.

**AO2** − Demonstrate clear application of knowledge and understanding by the analysis of how continuity and / or change in the built environment may impact on our own or others’ perceptions of place. Partially synthesises information and reaches a conclusion about how continuity and / or change in the built environment has impacted on place perception. Uses some appropriate evidence to support a conclusion about the impact of continuity and / or change in the built environment on ours and / or others’ perception of place.

**Level 1 (1−3 marks)**

**AO1** − Demonstrate basic knowledge and understanding of how continuity and / or change in the built environment may impact on ours or others’ perceptions of place.

**AO2** − Demonstrate basic application of knowledge and understanding by the analysis of how continuity and / or change in the built environment may impact on our own or others’ perceptions of place. Reaches a conclusion about how continuity and / or change in the built environment has impacted on place perception. Uses limited evidence to support a conclusion about the impact of continuity and / or change in the built environment on ours and / or others’ perception of place.

Notes for answers

The question requires a discussion of the impact of continuity and / or change(s) in the built environment on the student’s own, and others’ perceptions of the local place studied. Perception is the way in which the place is viewed or regarded by people (not just conflicting views about a proposed development). Discussion of other factors affecting perceptions is valid, but consideration of the built environment needs to be included to receive credit.

**AO1**

•   Knowledge and understanding of the local place that has been chosen for study.

•   Knowledge and understanding of how the built environment is an endogenous factor that contributes to the character of a place. The built environment may include historical buildings, architecture, housing, infrastructure, factories or other man-made structures such a skate parks etc.

•   Knowledge and understanding of the students’ own perception(s) of place and that of others’ perceptions of the same place.

•   Knowledge and understanding of the way students' own perceptions of place and those of others are affected by continuity and change in the nature of places.

•   Credit mention of changes to the built environment, including new housing estates, regeneration of buildings for a different function, flagship or iconic buildings, demolition of significant buildings, buildings that are contested, the development of greenfield or brownfield sites. Also credit that there may have been little change to the built environment over time and this may have a significant impact on place perception.

•   Acknowledge that the students’ own perceptions may be different or the same as those of others. (Others may be groups, such as the elderly, or individuals within or outside the locality.)

•   Credit the use of student’s own research or fieldwork where relevant.

**AO2**

•   Application of knowledge and understanding to discuss the impact of continuity and / or change(s) in the built environment on the student’s own and others’ perceptions of the local place studied. The answer may focus on either continuity or change, or analyse both. The discussion may include positive and negative perceptions of place.

•   Discussion of how continuity and / or change in the built environment has contributed to place-meaning and representation by individuals or groups living within the locality and / or contributed to the perceptions of this place of those from outside the locality. For example, new housing developments may be viewed negatively by those already living in a place as they may be perceived to be changing the nature of the place whereas the same changes to the built environment may be viewed positively by those moving into the new houses.

•   Discussion of the ways in which continuity and / or change(s) in the built environment can contribute to perceptions of a place. For example, a sense of attachment or sense of belonging may be closely bound-up with the built environment. Also, the built environment (or specific buildings) may be seen to have a significant impact on place identity. Some individual buildings or aspects of the built environment may evoke strong positive or negative feelings about a place.

•   Students and others’ views on how continuity and / or changes in the built environment have contributed to perceptions of a place may or may not differ. Perceptions are also likely to be different for those who live, work or use this place for leisure. Perception may relate to age or length of time residing in the place or whether they are ‘insider’ or ‘outsider’ perspectives on place.

•   Evidence from the local place study is synthesised to enable a rational, evidence-based conclusion to be reached about how continuity and / or change(s) in the built environment has / has not impacted on both the student’s own and others’ perceptions of this place.

**AO1 = 4, AO2 = 5**

**[Total 9 marks]**

**Q15.**

**AO1** − Knowledge and understanding of the external factors which cause / impose change in a place. These should be clearly categorised.

**AO2** − Applies this knowledge and understanding to evaluate how people in communities respond to change. Evaluation should consider a range of reactions to change.

Notes for answers

The question links different parts of the theme of Changing places, specifically the impacts of external forces on people and place, the local place study and contrasting place study.

Responses can be based on any conflict that has been caused by external pressures or decision makers. The context should be one or more of the specific places studied.

**AO1**

•   Knowledge and understanding of the characteristics of the place or places chosen. The impact of relationships and connections on people and place. How past and present connections shape places, and how external agencies shape actions and behaviour.

•   Identification of different groups of people who have an interest in how places are managed and who wish to change the place(s). These include local residents, environmental authorities, developers, corporate groups of companies, architects, planners, local councils, national governments, European Union, and tourist boards.

•   Awareness of the nature of cultural and/or economic changes that may be forced on the place or places chosen.

•   Cultural characteristics can include aspects of geography such as the balance between rural and urban lifestyles, changing levels of educational attainment amongst the population as a whole, changes in the use of various media, increased mobility of the population for work and leisure pursuits, changing patterns of sport and exercise and changing patterns of involvement in arts, cultural pursuits, and community activities.

•   Economic characteristics can include aspects of geography such as levels of employment and unemployment, changes in economic class, the balance between primary, secondary, tertiary employment, changes in disposable income, income differentials within the community, availability of consumer goods, access to services for the different economic groups within the community (including health, education, transport), and economic provision for the old and infirm.

•   The nature of conflict at a local level and the types of issues that may result in conflict. Specific details of the causes, events and timescale involved.

•   Examples of issues leading to conflict include the closure of local hospital, building of new incinerator or landfill site, new road development in environmentally sensitive area, building of housing estate on greenfield site, construction of solar farm or wind turbines, closure of community facilities, libraries, school.

•   For instance, the building of a housing estate on greenfield land. Planning application prepared by property company for homes, road access and other infrastructure. Proposed development outside of the housing development boundary. Public exhibition to which local residents are invited to attend. Many concerns expressed by residents, local authority representatives, environmental groups. Several public meetings, followed by Parish council rejection. Petitions signed, presented to MP and city council, planning objections signed. Inquiry at which local representatives gave evidence. Planning proposal rejected by Secretary of State.

**AO2**

•   The extent to which the assertion can be supported i.e. the degree to which people who live in a place try to resist changes that appear to have been forced upon them.

•   Analysis of the scale, scope and nature of the change being imposed. Motivation may be to improve the environmental quality of the area for local residents, to improve housing and service quality, to reduce crime rates, to increase social cohesion or may have purely economic motives.

•   Evaluation of how different organisations, groups and individuals within the chosen place(s) react to change imposed externally on them. Each interest group may have a different view about what should be done to protect and manage areas. Resistance to change can take many forms, for instance social media protests, billboards, lobbying, political campaigns.

•   Evaluation of how different groups of residents in the chosen place may have varying levels of political engagement and access to power, which will affect both their influence and their views in responding to external pressures.

•   Different groups of people will have different needs depending on their social and economic characteristics, impinging on their response to change. Local communities are likely to have different perceptions of the value of places and conflicting goals over change, especially in areas of cultural diversity.

•   There may be conflict between the needs of the most deprived and planners / commercial organisations especially in terms of housing and service provision e.g. schemes involving public / private partnerships with the development industry.

•   Some issues causing conflict will sometimes involve high levels of public consultation but not all local groups are likely to feel engaged in the process.

•   Resistance to change in relation to a specific issue e.g. building of a housing estate on greenfield land. Analysis of events may show level of effectiveness of combined community response to proposals by external commercial agency. Conflict between different interest groups. Reaction by individuals, resident groups, environmental lobby, local political representatives, able to mount multi-faceted response.

•   Overall evaluation of ways in which differences of opinion can cause conflict between interest groups and the various ways these might be resolved. There may be references to localism or affection for a particular place as well as nimbyism or opposition to unwanted development.

**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]**

**Q16.**

**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]**

**Q17.**

**AO1** – Knowledge and understanding of the impacts of globalisation – positive and negative. Knowledge and understanding of the changing characteristics of the distant place.

**AO2** – Applies this knowledge and understanding to assess the extent to which globalisation has changed the characteristics of the distant place studied.

Notes for answers

The question links different parts of the specification namely Global Systems & Global Governance and Changing Places, specifically the impacts of globalisation and changes in the developing character of the distant place.

Responses will vary considerably depending very much on the nature of the distant place and the impact globalisation has had. Any impact of globalisation is creditworthy, and students may consider a wide range of impacts such as growth, development, inequalities, conflict and environmental impacts. The context should be **change** in character in the distant place. The command is ‘critically assess’ so there should be a discursive element present. They are asked ‘with reference to distant place’ but the stem refers to places so they may be in another place and as long as the focus is on the distant place then this would be acceptable.

**AO1**

•   Knowledge and understanding of the characteristics of the distant place. This might include socio-economic characteristics, demographics, employment, built environment, land-use.

•   Knowledge and understanding of how the place characteristics have changed over time. Change over time could be described at a variety of scales and this will very much depend on the place chosen. For example, it may include change over the past century, or it may just be recent changes due to migration or a factory closure.

•   Knowledge of how changes over time affect the character and / or lived experience in the place chosen.

•   Background knowledge of the place and factors affecting the nature of the place.

•   Knowledge and understanding of the concept of globalisation.

•   Generic awareness of the impacts of globalisation. Clone towns remove place identity. Deindustrialisation due to competition from abroad causes unemployment and inner city decline.

**AO2**

•   Links between globalisation and the place will very much depend on the place used.

•   Analysis of how globalisation has impacted on the distant place. A multinational company may have built a factory increasing employment and improving local infrastructure. Deindustrialisation could have caused factories to close, leaving derelict buildings making the area look neglected.

•   Analysis of how globalisation has had a positive transformation on the place chosen. For example, in Rusholme, immigration in the 1960s means that there is a whole street dominated by Asian restaurants and shops. The ‘Curry Mile’ is famous and people come from a wide area, providing income for local businesses and jobs for inner-city residents.

•   Analysis of how globalisation has had a negative transformation. For example, Princesshay in Exeter used to be a shopping area of independent shops, now Exeter is the most cloned town in the UK and looks like any other town, stripping it of its identity.

•   Evaluation of the extent to which globalisation has had an impact on the place chosen. In Stratford, London, there has been a complete transformation; however much of this is the result of government policy and sports-led regeneration rather than globalisation.

•   Evaluation of the role of globalisation in changing places may consider the changes in demographic and cultural characteristics or economic changes. Migration as a result of greater interdependence may have encouraged different ethnic groups to move into the area. Lived experience is dramatically changed due to the arrival of different shops, religious buildings and traditions. Economic change as a result of TNCs moving onto the high street results in homogenisation of town centres meaning the loss of independent retailers and subsequent livelihoods.

•   There may be a comparison of the extent of the impact of globalisation in the distant place in relation to other places and the degree to which they have been transformed.

•   A legitimate response could consider other factors that have transformed a place as long as the focus is in determining the extent to which globalisation is a factor.

•   Overall assessment of the role of globalisation should consider the extent of change in the character and / or people’s lived experience in the distant place and an evaluation of the role played in that by globalisation.

Credit any other valid approach. Evaluation should be based upon preceding content.

**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]**

**Q18.**

**AO1** – Knowledge and understanding of the changing character of the local or distant place. Knowledge and understanding of the characteristics and impact of external forces on people and places.

**AO2** – Applies this knowledge and understanding to evaluate the role of external forces in changing lived experience in the local or distant place studied.

Notes for answers

The question links different parts of the theme of Changing places, specifically the connections and relationships between places and external forces and changes in people’s lived experience in the local place or distant place.

Responses can be based on any external forces that fit the question. The specification gives a choice of external forces, but any external force is creditworthy. The context should be **change** in lived experience in the local or distant place studied.

**If more than one place considered, credit the best response.**

**AO1**

•   Knowledge and understanding of the characteristics of the local place or distant place. This might include socio-economic characteristics, demographics, employment, built environment, land-use.

•   Knowledge and understanding of how the place characteristics have changed over time. Change over time could be described at a variety of scales and this will very much depend on the place chosen. For example, it may include change over hundreds of years, or it may just be recent changes due to regeneration or a new housing estate.

•   Knowledge of how changes over time affect people’s lived experiences in the place chosen.

•   Background knowledge of the place and factors affecting lived experience.

•   Generic awareness of the impacts of external forces. Government policies such as regeneration, improve access to better quality housing. This improves living standards.

•   The relationship and connections between external forces and people / places. Nissan built a factory in Sunderland creating employment and links with Japan. New deal for communities provided 10 years of funding for inner city deprived areas and has reduced crime and improved local employment.

**AO2**

•   Links between external forces and the place will very much depend on the local place used.

•   Analysis of how external forces have impacted on the local or distant place. Government policy such as affordable homes might have increased available housing stock. A multinational company may have built a factory. Deindustrialisation could have caused factories to close. EU investment in the area may have built a new road.

•   Analysis of how external forces have had positive changes on lived experience in the place. For example, a new road may have cut down commuting time and increased employment opportunities. More affordable homes mean that local people can remain in the area keeping close family links.

•   Analysis of how external forces have had negative impacts on people’s lived experience in the place. Government policies such as regeneration may have caused gentrification, forcing out local people who can no longer afford to live in the area.

•   Evaluation of the role of external forces in changing lived experience may consider the importance of such changes. For example, a new factory built in the area may have caused a multiplier effect and created regeneration and more opportunities.

•   Evaluation of the role of external forces in changing lived experience may consider the changes in demographic and cultural characteristics or economic changes. Migration policies may have encouraged different ethnic groups to move into the area. Lived experience is dramatically changed due to the arrival of different shops, religious buildings and traditions. Economic change as a result of homogenisation of town centres means the loss of independent retailers and subsequent livelihoods.

•   Overall assessment of the role of external forces should consider the extent of change in people’s lived experience and an evaluation of the role played in that by the external forces.

**Credit any other valid approach. Evaluation should be based upon preceding content.**

**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]**

**Q19. SECURE MATERIAL**

**Q20.**

**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]**

**Q21.**

**AO3** – Analysis of the relationship between multiple deprivation and health. Interpretation of spatial patterns of economic inequality and social segregation.

**Level 2 (4–6 marks)**

**AO3** – Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.

**Level 1 (1–3 marks)**

**AO3** – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.

Notes for answers

The question requires analysis and interpretation of the spatial variation in life expectancy and social deprivation. They may also seek to analyse the relationship between life expectancy and deprivation shown in Sheffield.

There is no credit for explanation of relationships.

**AO3**

•   There is clear evidence of inequality across Sheffield. The wealthiest areas are found in the South with areas of Eccleshall being in the top 10% least deprived. The poorest areas are found in more Central areas in three wards, where there are large areas in the top 5% most deprived areas.

•   There seems to be greater inequality in more northern central areas for example Burngreave, whereas Eccleshall in the South has nearly all areas in top 20% of least deprived and none in the top 20% most deprived. This is also true for the most northerly ward of East Ecclesfield which is mainly in the middle 60%.

•   Life expectancy also clearly changes along the bus route and decreases by 5.2 years for females and 5.0 years for males. However, the largest differences overall are between the most southerly ward of Eccleshall and the central ward of Burngreave where life expectancy for females drops by 9.4 years.

•   There appears to be a clear link between deprivation and life expectancy. Life expectancy is higher in wards where deprivation is in the bottom 10% for example males in Eccleshall live for 8.1 years longer than those in Firth Park where large areas are in the 5% most deprived.

•   This link is not always clear, for example male and female life expectancy is very similar in Southey and East Ecclesfield in the North of Sheffield, despite Southey having large areas in the top 5% most deprived and in fact female life expectancy is higher in Southey by 0.3 years.

•   Life expectancy is higher for females in all areas on the map, but the differences are variable across the city. Eccleshall has a difference of 2.6 years and Bungreave only 0.7. There does not appear to be a link with deprivation as Firth Park has a much larger difference of 4.9 years compared to only 0.7 for Burngreave which has a similar pattern of deprivation (although arguably slightly less deprived).

Credit any other valid analysis.

**AO3 = 6**

**[Total 6 marks]**

Examiner reports

**Q2.**

There were a number of ways of addressing this question, most of them perfectly valid providing they linked the idea of lived experience with an ‘insider’ perspective and assessed the extent to which one automatically led to the other in the distant place they had studied. A number of varied different places (at different scales) were used to support answers, the most common being Brick Lane, Stratford (East London) and Detroit.

Less able students produced quite basic links, seeing insiders only as residents and concluding that lived experience leads to insider feelings basically because they are the same. Others drifted into perceptions of place rather than differentiating between the insider or outsider view of living in a place.

More effective responses usually demonstrated some consideration at least of an outsider perspective and other factors that influenced either insider or outsider views. These included media perspectives of a place that could be quite different from the views of those living there or alternatively stated that it was possible to gain an insider perspective through media representations. More effective responses also considered how people might still feel like outsiders, despite living there, especially recent immigrants to an area or even established ethnic minority groups; alternatively how others feel in areas where ‘minorities’ comprise the bulk of the population. Very few considered the lived experience of others who may feel they are outsiders such as the disabled, homeless, LGBTQI+ or those lacking political or economic power in a place.

Generally, the knowledge and understanding (AO1) aspects were better developed than the discussion and application (AO2) and it is worth pointing out that AO2 accounts for the majority of marks on this question.

**Q6.**

In the main this question was addressed reasonably well with a named place followed by specific identification of either cultural characteristics or social inequalities. Over 50% of students achieved either 2/3 marks. However, given that these are two optional aspects of studying a place, it was surprising to see that many students either referred to both and did not distinguish between them or alternatively named one aspect but then addressed the other in their response.

For clarification, cultural characteristics were considered to be those focusing on how people live their lives and what is in their surroundings culturally including anything related to foods, customs, clothing, language, religious beliefs, ethnicity, associated buildings and architecture etc.

Social inequalities, on the other hand, should have focused on what people’s lives are like with particular reference to access to health, education, etc. and overall quality of life including issues relating to housing, crime and deprivation. Some responses trying to address social inequalities mistakenly focused on economic inequalities and characteristics.

The more popular choice was cultural characteristics and those addressing this generally fared better by providing supporting facts such as census data on ethnicity. Credit was neither given for other demographic characteristics such as age (unless specifically related to culture) nor for economic features such as income, types of jobs etc. A very small minority did not name a place, which meant that no credit was given.

**Q8.**

The full spectrum of responses was seen with over 40% of students achieving at least Level 3. Some responses were of outstanding quality. To read phrases such as “the frictionless nature of modern geographic distance limits the effect of the localised built environment” is a joy.

All but a very few students were able to access the question. The weaker responses tended to be able to describe demographic characteristics or social inequality in a narrative fashion but frequently had a poorer understanding of the built environment. In light of the responses seen, a flexible view was taken as to what constitutes the built environment. As a result, credit was given to those responses which took the built environment to be the services and activities that take place in the buildings.

The best responses demonstrated a balance between the AO1 knowledge and understanding of both the local and distant places and could demonstrate the AO2 link between the built environment and demographics or social inequality. They were also more discursive and considered the extent to which the built environment determined either demographics or social inequality, usually concluding that other factors were also responsible.

Depth of knowledge of both places was critical to the success. Some students chose places that were far too large to study in depth and therefore found it hard to access higher marks. For example, referring to London as a whole rather than choosing an area such as Stratford meant that it was difficult for students to describe the demographics with any degree of precision or accuracy. Students should also be advised against simply writing a potted history of each place without relevance to the question.

Some students attempted to cover both demographics and social inequality and as a result their response suffered due to a lack of depth. In such cases the most creditworthy option was credited. Students are required to study **either** demographic and cultural characteristics **or** social inequality and economic change. Centres should ensure that students are clear on this choice and what has been studied.

Planning is also critical in these 20 mark questions and students would be advised to spend time considering a short plan. Where this had evidently been done, responses frequently had more structure and focus on the question throughout.

**Q9.**

A full spectrum of responses was seen on this question, with over half of students achieving at least Level 3. When marking the many outstanding responses it was pleasing to see the way in which students and teachers have embraced the study of their chosen places.

All students appeared to be able to access the question. The weaker responses tended to be able to describe either the changing characteristics of the place or the sources used in the study of the place, but frequently had a poorer understanding of the relative usefulness of the sources in reflecting the changing characteristics. Some students also failed to consider change over time.

Depth of knowledge for the place was critical to the success and this appeared to be related to scale. Some students referred to places that were too large to study in depth and know well and this perhaps made it hard to access higher marks. For example, referring to Manchester as a whole rather than choosing an area such as Rusholme meant that it was difficult for students to describe the changing characteristics with any degree of precision or accuracy.

Students were given a choice and they should be encouraged to use this opportunity to choose wisely. For example, if they did not use many artistic sources for their local place, then it would be better to use the distant place. A significant number of students misread the question and used both places. In such cases the stronger place was credited. Students should also be advised against simply writing a potted history of their place without relevance to the question. The best students seemed to know their chosen place well, either first-hand or remotely, showing the value of fieldwork and engaging with both primary and / or secondary resources rather than a reliance on textbook content.

Planning is also critical in these 20 mark questions and students would be advised to spend time considering a short plan. Where this had been done, responses frequently had more structure and focus, thereby being directed at the question throughout. Very often, concise answers which remained focused on the representation of changing characteristics and a systematic development of an argument, gained very high marks. Whereas, more verbose and less-focused answers would have gained higher marks with more considered thought through careful planning.

Students were asked to ‘critically assess the extent to which they agreed’. The best answers were able to do this by having a very discursive approach and coming to a very explicit evidence-based conclusion. It is also worth noting that where the phrase ‘such as’ is used it means just that. Students were not required to use painting, photography and poetry and those who realised this often did much better than those who felt the need to include all three.

**Q10.**

Given that choropleth maps are listed in the cartographic skills list in the specification, it was disappointing to discover that over one third of students gave an incorrect response to this question.

**Q12.**

This question was also handled quite successfully with, on average, students gaining nearly two marks of the three available. It required a focus on the usefulness of oral sources when investigating people’s attachment to a place. Inevitably perhaps, most students used ‘songs’ (suggested by the question) as a reference point to support their responses. Examples, while not essential for the full marks, usually added the support necessary to confirm understanding and when used in this way were usually credited. The only slight negative to report is that a small number of students seemed to lose track of the command word and instead of outlining their usefulness, drifted into ‘evaluation’ mode, suggesting reasons why oral sources were not useful.

**Q13.**

The synoptic links being sought were those of flows of people (which could include tourists and commuters as well as migrants) and their importance in developing the character of the distant place they had studied. A wide range of characteristics was used and accepted as ‘character’ including social, economic and political aspects as well as the built environment but the most commonly explored were demographic and cultural characteristics.

A range of different case studies of distant places were included in responses though some proved to be more commonly used, notably: Brick Lane / Spitalfields, Stratford (East London) and Detroit. With these well-rehearsed case studies, the need for more practice in linking their content and details to the command of the question became evident, in order to prevent case study regurgitation. Weaker responses relied heavily upon this learned place-study detail, without always clearly linking such material to the terms of the question. These responses were predominantly descriptive and narrative, gaining mainly AO1 credit but little, if any, AO2.

The command phrase was to ‘assess the extent’ of the importance of flows of people, which meant that students could have assessed the relative importance of other factors (where relevant) in developing the character. In most places, people flows have played at least some role in developing their character. In some cases, however, the contribution of the flows of people may not have been the most important factor, alternatively, the flows may have been triggered by other factors and thus become an inherent effect of the character rather than a cause. (For example, flows have been extremely important in the development of the character of Detroit. However, of at least equal importance were the economic boom in the early 20th century that triggered the flows in the first place and the more recent economic decline resulting from global competition that has contributed to the city’s decline in more recent times). Unfortunately, many students struggled with this idea and may have, by implication, mentioned a range of other important factors that contribute to character in their discussion but failed to clearly address these as part of their assessment.

Those essays achieving Level 3 and Level 4 credit were typified by evaluative conclusions that considered the relative importance of a number of factors, including flows of people, and were well supported by the main content of the essay.

**Q14.**

The synoptic aspect of this question could have proven to be demanding as students were expected to link three things in their discussion. Firstly, the idea of either or both continuity and change and secondly, relating this idea to the built environment in their local place. Finally, how this continuity and/or change may have affected other people’s and their own perception of the place. However, many students dealt with the synoptic demands reasonably well and 56% were given Level 2 credit, though only 17% reached Level 3.

This question in particular proved difficult to tackle if students opted to ‘use’ their distant place as a basis for their answer. A wide range of locations was seen, demonstrating that the majority of students used their local place study to respond, though some that seemed like textbook case studies were also seen. It was relatively uncommon for students to address all aspects of the question fully or in detail as many tended to focus either on built environment changes or otherwise covered very little on the built environment but instead concentrated on changing perceptions.

A large scope of features was accepted as built environment, including managed parkland and transport infrastructure as well as appearance such as changing retail outlets (even if buildings remained the same). Some students’ local place seemed to have not lent itself well to the question because of limited change but they could, and some did, make more of the effect of continuity in the built environment. Alternatively, providing there was some discussion of the role of the built environment, students were credited for consideration of other factors (continuous or changed) that may have had an impact on perceptions of a place.

Perceptions were generally clearly understood and covered well. Citing fieldwork with examples of the responses of locals helped to give some authenticity to the responses. However, many answers drifted into contemporary urban environmental issues such as the conflicts surrounding urban development and the differing views on these projects, rather than being focused on perceptions of a place. These types of responses were credited to an extent as they still had some relevance to the notion of changing built environments and perceptions of what might be, rather than what actually exists.

**Q17.**

Many students struggled with this question. It was the cross-specification question where students were asked to apply knowledge from the *Global systems and global governance* unit to *Changing places*. Many students were able to do this successfully, drawing on their knowledge of factors in globalisation and applying it to their distant place. Supervising teachers should be reminded that place selection is the key to success. Students perform better where they have investigated the place chosen in depth either through fieldwork or secondary research. Scale of place is critical and studies of an area of a city such as Stratford are often more manageable and provide better outcomes than whole cites such as London. Some students produced very limited responses as they didn’t identify a distant place and instead chose a TNC or a whole country such as China. This is a good example of where students need to consider the question carefully and plan before launching into their response.

**Q18.**

This question clearly differentiated and the full spectrum of responses was seen with over half of students achieving at least Level 3. A wide variety of external forces featured and many responses referred to migration in addition to those listed in the question.

Many responses were outstanding in their quality and it was very pleasing to see the way in which students and teachers have embraced the study of their chosen place. It very much appears that, when students have engaged with primary and / or secondary data either through fieldwork or remotely, they produce much more convincing responses showing a deeper understanding of their place. Some answers are too ‘text-book reliant’ and rather generalised, lacking in real detail of lived experience. Depth of knowledge of the place was critical to the success of the best responses. Some students chose a place that was far too large to study in depth and therefore found it hard to access higher marks. For example, referring to London as a whole rather than choosing a locality in London - such as Stratford, for example - meant that it was difficult for students to the describe the impacts on lived experience with any degree of precision or accuracy.

Nearly all students were able to access the question. A very small minority tried to answer the question using knowledge of TNCs in whole countries, thus failing to engage with the idea of place. Most students were able to describe the impacts of external forces with clarity and precision; the challenge was linking the impacts of external forces to how this changed lived experience. Too many students made generic points at this point for example ‘it created unemployment’. More effective responses went on to develop such points, linking unemployment, for example, to specific details regarding wellbeing or social challenges.

Students were given a choice and they should be encouraged to choose wisely. For example, if they did not think there were many external forces impacting on their local place, then it would be better to use the distant place. A significant number of students misread the question and used both places. In such cases the stronger place was credited. This shows the importance of reading the questions carefully.

Students were asked to ‘evaluate the role of one or more external forces’. The best answers took a very discursive approach and came to a very explicit evidence-based conclusion. They were often evaluative throughout. Centres are encouraged to practise class discussion and debate to raise the standard of evaluation in these 20 mark questions.

**Q20.**

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.