

Paper 2 Mark scheme

Question number	Answer	Mark
1(a)(i)	A	(1)

Question number	Answer	Mark
1(a)(ii)	B	(1)

Question number	Answer	Mark
1(b)	<p>Award 1 mark for appropriate processes and a further one mark linked to appropriate landform, up to a maximum of 2 marks.</p> <p>Moving ice (glaciers) have modified or eroded valleys (1) by widening them and deepening them through glacial abrasion creating U-shaped valley(s) (1).</p> <p>Melting ice has raised sea levels (1) flooding river valleys creating rias and/or estuaries and/or lochs (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
2(a)(i)	D	(1)

Question number	Answer	Mark
2(a)(ii)	<p>Award one mark for a graphical presentation technique that would improve clarity of data up to a maximum of one mark, such as:</p> <ul style="list-style-type: none"> • line graph (1) • pie chart (1) • bar graph (1). <p>Accept any reasonable presentation techniques that would improve clarity of data.</p>	(1)

Question number	Answer	Mark
2(b)	<p>Award 1 mark for how groynes work and a further one mark for how they protect the coast, up to a maximum of 2 marks:</p> <p>groyne trap sand (1), which absorbs wave energy (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
2(c)	<p>Award 1 mark for appropriate property of rock and a further one mark for relationship to process(es), up to a maximum of 4 marks:</p> <p>Differences in rock hardness/softness (1), which affects the rate of erosion through abrasion/hydraulic action because softer rocks are less resistant/cohesive (1).</p> <p>Differences in rock jointing/structure (1) affected by hydraulic action/abrasion so well-jointed rocks erode faster than less well-jointed rocks because larger surface area in contact with water (1).</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
3(a)(i)	D	(1)

Question number	Answer	Mark
3(a)(ii)	<p>Award 1 mark for process of formation and a further 3 marks expansion, up to a maximum of 4 marks.</p> <p>Abrasion takes place closer to the outside of the bend (1) This happens because this is the fastest-flowing part of the channel (1) the slowest-flowing water is on inside of bend (1) so deposition occurs there (1).</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
3(b)	<p>Award 1 mark for impact on infiltration of antecedent conditions and a further mark for reason why this increases/decreases peak discharge, up to a maximum of 2 marks.</p> <p>If there has been a lot of rain the ground will be saturated and 'cannot take any more' or similar idea (1), therefore more water runs off the surface thus reaches river in a shorter time, hence higher peak discharge (than normal) (1).</p> <p>If the ground is very dry even the rain from a very intense event will be absorbed/infiltrated (or similar idea) (1) so water will reach the river more slowly, thus a lower peak discharge (than normal) (1).</p> <p>Accept any other appropriate response</p>	(2)

Question number	Indicative content
4	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> Physical factors (e.g. longer coastlines might be expected to have more areas at risk, coastal landscape – how low lying, presence of river estuaries). Human factors (e.g. coastal protection and management schemes will create varied levels of protection, building on floodplains depending on planning restrictions and population pressures in that region). Numbers of properties at risk is a complex function of several variables, both human and physical, including the size and number of areas at risk. For example - East Anglia is lightly populated so large-scale coastal flooding will have a modest impact on numbers of properties threatened – this may be a function of specific management plans too – e.g. managed retreat. On the other hand, other areas, e.g. South West, have many properties at risk which may reflect the nature of its coastal landscape, the length of its coastline and population distribution. London and the south east stands out as a densely populated region with a low coastline, thus high numbers but some areas protected, e.g. London. <p>AO4</p> <ul style="list-style-type: none"> Significant variations in size of areas at risk – east coast at greater risk than west or south. In the east of England region almost all the coast is at risk. Pattern of properties at risk is uneven, with largest number of properties at risk in the south east (111,356). Relatively few in north east (19,167) and West Midlands (19,173). No obvious relationship between size/number of areas at risk and numbers of properties at significant risk.

Level	Mark	Descriptor
	0	No acceptable response
Level 1	1–2	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	3–5	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	6–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Marks for SPGST		
Performance	Marks	Descriptor
SPaG 0	0	<p><i>No marks awarded</i></p> <ul style="list-style-type: none"> • Learners write nothing. • Learner's response does not relate to the question. • Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
SPaG 2	2–3	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
SPaG 3	4	<p><i>High performance</i></p> <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Question number	Answer	Mark
5(a)	C	(1)

Question number	Answer	Mark
5(b)	<p>Award 1 mark for each of the following, up to a maximum of 2 marks.</p> <p>Growth in retail and services as disposable incomes rise (1).</p> <p>Declining numbers in primary and secondary industry lead to greater proportion of employment in tertiary industry (1).</p> <p>Globalisation led to rise in financial and business services, e.g. London (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
5(c)	<p>Award 1 mark for identification of legitimate cause in identifiable area and a further mark for the impact on the population, up to a maximum of 2 marks.</p> <p>Some areas that have experienced closure of manufacturing/factories, e.g. the north-east (1) so people have moved away to find work (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
6(a)(i)	B	(1)

Question number	Answer	Mark
6(a)(ii)	Accept 16–17 or 69–71	(1)

Question number	Answer	Mark
6(b)	<p>Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 2 marks.</p> <p>Lots of high-paid professional jobs (1) because lots of trans-national corps have headquarters in major cities (1).</p> <p>Major cities are easiest to travel to (1) because they have better transport connections/airports (1).</p> <p>Likely to find familiar stuff/language (1) because major cities have existing international/cultural communities (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
6(c)	<p>Award 1 mark for each of the following, up to a maximum of 2 marks:</p> <p>dominated by commercial land use (1)</p> <p>low resident population (1)</p> <p>very high land values (1)</p> <p>high building density (1).</p> <p>Do not accept 'it is in the centre'.</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
6(d)	<p>Award 1 mark for identification of a reason and a further mark each for an explanation of that reason, up to a maximum of 2 marks each:</p> <ul style="list-style-type: none"> • Accessibility has changed in last 20 years, with new transport developments and new forms of communication (1), this leads to changing affordability and therefore patterns of demand for land (1) • Economic changes, such as deindustrialisation will lead to land-use changes (1), deindustrialisation will create brownfield sites that may then become commercial space including offices and retail premises (1). • Political decisions/planning will lead to land-use changes (1), planners might insist on some housing provision creating a mixed land-use of commerce and residential space (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
6(e)	<p>Award 1 mark for identification of a reason for interdependence between cities and their surrounding rural areas, and a further 3 marks for an explanation of this reason, up to 4 marks.</p> <p>People commute from rural areas into cities (1), so rural areas experience pressure to build houses/infrastructure as cities grow (1), which is beneficial because house prices increase (1) but this has the effect of pushing out local people (1).</p> <p>Cities get resources from surrounding area (1), which leads to the growth of local amenities and services (1), people from cities use rural areas for leisure and recreation (1), which supports their economy (1).</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content
7	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> • Income variations determined by level of economic activity. • Deindustrialisation, leading to decline in demand in old manufacturing heartland (Stoke-on-Trent). • Some urban areas in high demand because of economic growth, especially in London and the south east. • International migration contributing to high demand. • Supply issues – competition with other land users, especially in London and south east. • Role of planning in restricting building in greenbelt areas. • Rural areas more variable but distance from major cities a factor. • London the main driver of the changes, including impact on affordability in commuter villages but also retirement impact in other rural areas. <p>AO4</p> <ul style="list-style-type: none"> • Large variations in income with Richmond x 2 Stoke-on-Trent. • Even larger variations in average house prices with Richmond x 7 of Stoke-on-Trent. • Consequentially, very large variations in affordability. • Urban incomes more polarised than rural. • Same true of house prices. • Urban at both extremes of affordability – most and least (3.5–13.6).

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–2	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	3–5	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	6–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Question number	Answer	Mark
8(a)(i)	<p>Award 1 mark for identifying why the method was appropriate to the task and a further mark for expansion, up to a maximum of 2 marks.</p> <p>Clinometer It was appropriate because the beach had uneven variations in gradient (1) and clinometer allowed me to take readings for different sizes of intervals/at the points of gradient change (1).</p> <p>Pantometer It was appropriate to use a pantometer because the beach width was narrow (1) and the pantometer allowed me to survey the beach gradient at regular and short intervals (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8(a)(ii)	<p>Award 1 mark for identifying a source of error and a further mark for expanding on how the error could happen, up to a maximum of 2 marks.</p> <p>I used a systematic sampling technique/interval distance was large/small number of intervals (1) which may have missed variations in gradient between the intervals (1).</p> <p>Human error using the clinometer/the ground that supported the ranging pole was not stable/pole sank into the sand (1) which could have led to inaccurate angle readings (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8(b)	<p>Award 1 mark for one identifying how the map supported the investigation and a further mark for an explanation of why, up to a maximum of 2 marks:</p> <p>The geology map helped ensure that we chose appropriate sites to study (1) because it gave information about where different types of geology were located (1).</p> <p>The geology map helped me to understand why coastal processes had certain impacts on the landscape (1) because it gave me information about the underlying geology of that area (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8(c)	<p>Diagram: award up to 2 marks for a clear and accurate diagram of a coastal environment that has been impacted by coastal management.</p> <p>Annotation: award 1 mark for identifying an impact of the chosen coastal management method and a further one mark for expansion, up to a maximum of 2 marks.</p> <p>Groynes have promoted a build-up of sediment to the west of each groyne (1) because the groyne traps sediment that would be moved from west to east by longshore drift (1).</p>	(4)

Question number	Indicative content
8(d)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> • Sites 1, 4 and 3 are appropriate because they cover stretches of coastline where the coastal management policy is different so students will be able to compare the relational between coastal management and coastal processes. • The findings and conclusions of the investigation may be incomplete or inaccurate because all sites are located along stretches of coastline that are being managed by hold the line/strategic realignment/construction of groynes. • Students will not be able to compare stretches of coastline that are being managed with stretches that are not being managed, e.g. the nature reserve where the policy is to do nothing. • There is no evidence of a sampling strategy so findings and conclusions may be inaccurate or invalid. • Site 5 is not appropriate because it is on the other side of the headland/located where the coastline changes direction, which means the conditions may be different, e.g. prevailing wind and wave direction and this may result in inaccurate findings. <p>AO4</p> <ul style="list-style-type: none"> • Sites 1–4 cover stretches of coastline where the policy is to hold the line and strategic realignment. • Sites are predominantly located in built-up areas such as Selsey that are used for tourism, e.g. caravan site, camping, and holiday village. • Sites 1–4 cover stretches of coastline where groynes have been constructed. • Sites 1 and 2 are located close together. • The sites do not cover a large area south of the holiday village, it has a different land use and is used as a nature reserve. • Sites do not cover the full range of coastal management policies, e.g. do nothing. • Site 5 is located on the other side of the headland.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
9(a)(i)	<p>Award 1 mark for identifying why the method was appropriate to the task and a further mark for expansion, up to a maximum of 2 marks.</p> <p>Flowmeter It was appropriate because the river was flowing fast (1), which meant the most accurate reading could be taken under the surface (1)</p> <p>Floating Object It was appropriate because the river was flowing slowly (1), which meant the most accurate reading could be taken from the surface (1)</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9(a)(ii)	<p>Award 1 mark for identification of a source of error and a further one mark for an explanation of the source of the error, up to 2 marks.</p> <p>The ruler/meter rule/ranging pole can sink into the river bed (1) which could have led to inaccurate depth readings (1).</p> <p>The velocity of the river could interfere with the ruler being vertical (1), which could make it difficult to get a clear depth reading (1).</p> <p>I could not see the bottom of the river very clearly (1) so may have included an anomalous depth reading without knowing (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9(b)	<p>Award 1 mark for one identifying how the map supported the investigation, and a further 1 mark for an explanation of why, up to a maximum of 2 marks.</p> <p>The flood-risk map helped me to understand why some parts are at risk of flooding than others (1) because it gave information about the flood defences used in different areas/the physical land relief in different areas (1).</p> <p>The flood risk map helped me to compare the level of flood risk in different areas (1) which ensured that I chose meaningful sites with different levels of risk to study (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9(c)	<p>Diagram: award up to 2 marks for a clear and accurate diagram of a change in channel characteristics.</p> <p>Annotation: award 1 mark for identifying a channel characteristic change and a further one mark for explaining the change, up to a maximum of 2 marks.</p> <p>Example:</p> <p>The diagram illustrates a river bend with two sites labeled Site 1 and Site 2. At Site 1, the water is shown flowing faster, indicated by a downward arrow. At Site 2, the water is shown flowing slower, indicated by a curved arrow. A box contains an annotation explaining that at Site 2, there was greater deposition of sediment on the inside bend of the meander because the water was moving more slowly.</p>	(4)

Question number	Indicative content
9(d)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> • Sites 1, 2, 4 and 5 are appropriate. Across the range of sites, students will observe changes in river discharge and drainage basin characteristics, which will enable them to investigate the relationship between river discharge and drainage basin characteristics and flood risk. • The findings and conclusions of the investigation may be incomplete or inaccurate because the students will not be visiting the area north/downstream of Porlock that is at the greatest risk of flooding, and will have contrasting river discharge and drainage basin characteristics to the other sites. • Students will not be able to compare stretches of the river that have a higher/more extensive flood risk. • There is evidence of a sampling strategy as the sites are evenly spaced along the river between Sites 1 to 5. However, Site 3 is not appropriate because it is located on a tributary of the River Hawkcome, it is not an area at risk of flooding, the conditions may be different – this may result in inaccurate findings. <p>AO4</p> <ul style="list-style-type: none"> • Sites 2, 3 and 4 are located close together and have similar drainage basin characteristics, e.g. steep-sided river valley, vegetated, deciduous forest, and sparsely populated. • Site 1 is located on a tributary of the River Hawkcome and is not in an area of flood risk. • Site 5 is located in the village of Porlock. The land use is built up. Amenities such as a visitor centre, public house, and post office. • The sites do not cover the area north of Porlock where there is a campsite and caravan site and where there is a larger area at risk of flooding.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
10(a)(i)	<p>Award 1 mark for point about secondary data and a further one mark for explanation of disadvantage, up to a maximum of 2 marks.</p> <p>Data is from 2010 (1) and so might be out of date (1).</p> <p>IMD is a composite index (1) and so has domains that might not be relevant to inner-city deprivation (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10(a)(ii)	<p>Award 1 mark for identifying a disadvantage of choropleth maps and a further mark for justifying how this disadvantage relates to urban deprivation up to a maximum two marks.</p> <p>The choropleth map shows data for wards as a whole (1), which means that variation of deprivation within wards is ignored (1).</p> <p>The choropleth map uses one colour for the whole ward (1) which means it looks like there are sudden changes at ward borders/which ignores the gradual changes of deprivation across borders (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10(a)(iii)	<p>Award 1 mark for each of the following, up to a maximum of 2 marks.</p> <p>Could break the data down by neighbourhoods/smaller areas (1).</p> <p>Could use an isopleth/isoline/heat map (1).</p> <p>Could use GIS to incorporate additional information on population density (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10(a)(iv)	<p>Award 1 mark each for any of the following points and a further mark expansion, up to a maximum 2 marks each:</p> <p>range of deprivation needed (1)</p> <p>size of ward in which to gather data in given time available (1)</p> <p>distance from school (1)</p> <p>safety considerations (1).</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content
10(b)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> • Reference should be made to the results of data collection in terms of specific locations and their judged quality of life. • Conclusions reached should be clear with references, not only to the secondary data but also primary data could be considered and how it supports the interpretation of secondary data. Does it reinforce or conflict? • Assessment should include how easy it was to access and use the secondary data, e.g. the correspondence between primary data collection at specific sites whereas much of the secondary data is areal. • Reliability might be considered in terms of the age of the data, e.g. IMD data is currently 2010 but is itself based on older data. • Assessment address the correspondence between secondary data sources and the results of primary data collection. <p>AO4</p> <ul style="list-style-type: none"> • Quality of life is a concept that can be assessed in a number of different ways using several secondary sources. • Census data might reveal significant information about economic and social variations within the inner city, specifics include age, employment and education attainment. • Crime databases will reveal variations in incidences of different types of crime. • Index of Multiple Deprivation can be used at Lower Super Output Area level – this combines seven different 'types' (domains) of deprivation which relate to quality of life. • There are significant variations in deprivation when the different domains are compared. • The domain covering 'living environment' includes both indoor and outdoor components, which can be compared to primary data information, e.g. Environmental Quality Indices. <p>Allow any acceptable data that investigates quality of life in inner urban areas.</p>

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
11(a)(i)	<p>Award 1 mark for point about secondary data and a further mark for explanation of disadvantage, up to a maximum of 2 marks.</p> <p>Data is from 2010 (1) and so might be out of date (1).</p> <p>IMD is a composite index (1) and so has domains that might not be relevant to rural deprivation (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11(a)(ii)	<p>Award 1 mark for identifying a disadvantage of choropleth maps and a further mark for justifying how this disadvantage relates to rural deprivation, up to a maximum 2 marks.</p> <p>Choropleths exaggerate differences between areas (1) because areas might fall into different categories although very similar (1).</p> <p>Choropleths do not show variations in an area (1) so might disguise or hide pockets of deprivation (1).</p> <p>IMD data shown for super output areas which are different sizes reflecting variations in population density (1) so initial 'reading' might be very misleading with smaller SOAs being 'lost' on the map (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11(a)(iii)	<p>Award 1 mark for each of the following, up to a maximum of 2 marks.</p> <p>Add the figures showing rank position (1).</p> <p>Show different domains of deprivation for comparison (1).</p> <p>Add key locations, transport links (1).</p> <p>Use an OS map as a base so boundaries are clear (1)</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11(a)(iv)	<p>Award 1 mark each for any of the following points, and a further mark expansion, up to a maximum 2 marks each:</p> <p>range of deprivation needed (1)</p> <p>size of ward in which to gather data in given time available (1)</p> <p>distance from school (1)</p> <p>safety considerations (1).</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content
11(b)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> • Reference should be made to the results of data collection in terms of specific locations and their judged quality of life. • Conclusions reached should be clear with references, not only to the secondary data but also primary data could be considered and how it supports the interpretation of secondary data. Does it reinforce or conflict? • Assessment should include how easy it was to access and use the secondary data, e.g. the correspondence between primary data collection at specific sites, whereas much of the secondary data is areal. • Reliability might be considered in terms of the age of the data, e.g. IMD data is currently 2010 but is itself based on older data. • Assessment address the correspondence between secondary data sources and the results of primary data collection. <p>AO4</p> <ul style="list-style-type: none"> • Quality of life is a concept that can be assessed in a number of different ways using several secondary sources. • Census data might reveal significant information about economic and social variations within rural areas, specifics include age, employment and education attainment. • Crime databases will reveal variations in incidences of different types of crime. • Index of Multiple Deprivation can be used at Lower Super Output Area level – this combines seven different 'types' (domains) of deprivation which relate to quality of life. • There are significant variations in deprivation when the different domains are compared. • The domain covering 'living environment' includes both indoor and outdoor components, which can be compared to primary data information, e.g. Environmental Quality Indices <p>Allow any acceptable data that investigates quality of life in rural areas.</p>

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity and uses relevant geographical terminology consistently. (AO4)

