

AS GEOGRAPHY

(7036)

Marked responses
Paper 2

Understand how different levels are achieved
and how to interpret the mark scheme.

Version 1.0 January 2018

EXAMPLE RESPONSES



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Please note that these responses have been reproduced exactly as they were written and have not been subject to the usual standardisation process.

Question 1.3

Question

Name **one** place that you have studied.

Name **one** artistic source (eg painting, song, text) and explain how it helped you to develop your knowledge and understanding of that place.

[3 marks]

Mark scheme

AO1 = 3 marks

Point marked:

Award 1 mark for each relevant point with extra mark(s) for developed points (d).

Notes for answers:

Responses may be based on the lived experience of the poet, artist, writer etc. They may consider the insights shown by the skills of the artist or writer and make specific references (in text) or details (in pictures) to features of the area.

- eg The painting of the village centre by... shows the limited size and extent of the village in 1880 compared with the present day (1).
- The housing is dominated by small terraced cottages, with a pub and church as the focus of activity (1).
- The people depicted in the painting appear to be farmworkers, and the land surrounding the village is predominantly arable farmland (1) and there is no sign of the development of the housing estates, school and roads which are found in the same area today (1)(d).

Student responses

Student response 1

'The City' by Ed Sheeran has helped me to understand London. His presentation is an outsider's perspective and he gives valid reasoning for his view so it seems trustworthy and not biased. For example, he complains of how the 'traffic stops and starts'. This is an issue for him because it's made his 'lungs hurt'. Essentially, all of the vehicles have given respiratory problems – London has made him physically ill so it is understandable why he doesn't like it. This shows me that London is unhygienic and congested.

Identifies source – 3 marks

Student response 2

The song 'Gosport Nancy' by the band Bellowhead helped develop my understanding of the town of Gosport because it mentions that sailors come into port where they are greeted by women. This links to Gosport's Naval culture.

Identifies source – 2 marks

Question 1.4

Question

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

[6 marks]

Mark scheme

AO3 = 6 marks

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

Mark scheme:

Level 2 (4–6 marks)

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

Level 1 (1–3 marks)

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

Notes for answers:

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

AO3

- During this period Cowley has become more built-up. In the north and west this is mainly grid pattern streets, suggesting terraced housing.
- To the south, in Rose Hill, Littlemore and Blackbird Leys, the street pattern suggests post-1945 housing estates.
- In the very south west corner there is a science park, stadium and school, showing quite different land uses.
- In the east of Cowley are several large industrial buildings including the motor works. The industrial buildings are built alongside a new major dual carriageway road which appears to be part of a ring road around Oxford.
- Further to the east, the area appears to be green belt (see footpath) so less change has occurred. However, Garsington has seen quite a lot of development, probably post-1945

housing, on the North West edge.

- Horspath has also developed with growth along roads to the north and south east. The railway that used to run through Horspath now ends at the Cowley works. A line of pylons has been built across the green belt.
- The Military College, Industrial School, Lunatic Asylum and several smithies have all gone since 1899.

Student responses

Student response 1

Many changes have taken place including the building of a dual-carriageway through the area, This would allow greater connection and integration with other settlements. The area also used to be small areas of housing and now it has grow into a much larger urban area including new areas, possibly estates like Blackbird Leys and Rose Hill. Housing, schools and colleges have also transitioned into different land uses like a stadium, a science park and parts of the railway have been dismantled. This could change the culture of the place, particularly with military personnel leaving and an emphasis on science and technology. A footpath has also been added in the east of the area, potentially showing protected land or an increase in tourism.

Some clear analysis showing clear changes, specific map evidence. However does lack awareness of an overview and the comparative degree of change ie less change in the East, Description not always accurate.

Low level 2

Question 1.5

Question

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]

Mark scheme

AO1 = 4 marks, AO2 = 5 marks

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.

Student responses

Student response 1

I used a wide-ranging survey by REACH a humanitarian organisation.

This source was useful because it provided me with some quantitative, numerical statistics on how areas of Eastern Aleppo are fairing in the war. 38% of the population have access to clear drinking water and over 400,000 have left the city emigrated, mostly from eastern rebel-held areas. The water fact helped me understand that resources are scarce and prices may be rising and also helped me make links to the health levels of people in the area. The facts also helped to understand that Aleppo is a place many are desperate to leave. However, a 30-day survey may not be representative in the ever-changing situation and REACH want the public to do are funds so could potentially exaggerate stats. Qualitative sources of data, include news reports, photography by Al Masri, rap music 'crying shame' by Omar Offendum and a poem called 'I sit on the balcony' by Fouad Mohammed. These were useful in giving a more holistic picture of Eastern Aleppo and allowed me to explore perceptions of different groups but lacked specific stats on the scale of damage/migration etc.

Overall I believe Quant and Qual sources must be used alongside each other to truly understand a place and that both have strengths and weaknesses.

Detailed t and u in both qualitative and quantitative sources.

Detailed evaluation – stronger on quantitative.

Level 3 = 8 marks

Question 1.6

Question

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]

Mark scheme

AO1 = 10 marks, AO2 = 10 marks

Level	Marks	Criteria/Descriptor
4	16–20	<ul style="list-style-type: none"> • 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
3	11–15	<ul style="list-style-type: none"> • 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).

2	6–10	<ul style="list-style-type: none"> • 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).
1	1–5	<ul style="list-style-type: none"> • 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).

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.

Student responses

Student response 1

Tormohun is located within Torquay and runs pretty much straight through the town, dividing Cockington from Ellacombe and Wellsword. In 2013 the population of the area was 11,600 people. The average age in 2013 of the residents was 40 years old. The infrastructure found within Tormohun is fairly broad as the seafront sees lots of hotels and attractions nearby where as the top sees industrial estates and schools. Firstly the bottom section of Tormohun, the seafront has hotels, a harbour, a train station and several attractions such as history museums. This area is key to Torbay as a whole and the tourism that circles the area. This infrastructure has both positive and negative effects on the people living there. Firstly, the tourism creates jobs for people in the area but this comes at a cost as the tourists can sometimes create trouble and increase crimes. This is seen when 201 per 1,000 residents compares to 68 of Torbay and 68 of that being the national average. Secondly, the tourism means that apartments are hard to purchase in the area as most are either being occupied or are owned as part of the hotel. This seen when more than 42% of the population in 2011 lived in private rented accommodation. This often leads to lower class people occupying the area, which can affect the standard of living and their perception of the area. The transport facilities within Tormohun have a positive experience on the local people. The area has two train stations, (Torquay and Torre), a coach station and several bus routes running through it and onto other areas in Torbay. The transport allows people to move around more easily from town to town or from ward to ward. This definitely affects the perception of the people as if there was no such transport people may struggle to get to different areas and therefore not be able to get jobs in better, more affluent parts. Schools in the area such as Torquay Academy and Cuthbert Mayne mean that families in the area have access to fee paying schools. These schools aid learning and can help to increase the standard of living as the students can then get better paying jobs when older.

Some clear knowledge and understanding (AO1) but evaluation is more limited (AO2). Some awareness of the link between infrastructure and lived experience but it lacks assessment of the 'extent'.

K + U = Low level 3

C + P = Low level 3

S + T = Level 2

Links = Level 2

A + E = Level 1

Conclusion = Not present

9/20 marks

Student response 2

Infrastructure refers to the networks and connections in a place. I have studied Aleppo which has benefitted vastly from developments in infrastructure, but more recently has suffered from changes to its infrastructure.

In the past half-century development of Aleppo's infrastructure has to a large extent affected the experiences of the people living there. New sewerage systems, phone lines and pylons, electrical grids and internet connectivity have had great social impact, particularly the sewers, which have dramatically improved sanitation and increased life expectancy to 74. Economically, the infrastructural improvements eg phones and wifi have allowed the expansion of businesses partially manufacturing firms including textiles and soap production Aleppo produced 50% of Syria's manufactured goods before the war, allowing prosperity to increase, improving people's experiences. However, it should also be noted that a significant factor in this time scale is the regime of President Assad, which asside from any infrastructural improvements has had a detrimental impact on the lives of many through brutal role.

More recently, the war since 2011 has had huge implication for Aleppo's infrastructure. The airport has closed, reducing tourism and trade and so income and standards of living. The MS ringroad is too unsafe so is largely disused. There has also been unreliable internet connection since 2013, which is seen to have limited social freedoms and has had a detrimental impact on many businesses. Water supply lines and oil pipelines have also been cut off, in the case of water, forcing people to drink unsafe water, potentially leading to disease and death. Finally, the war has caused many interior roads to be closed or filled with rubble (especially Eastern Aleppo.) Businesses find it impossible to function and people feel trapped and unsafe. On the other hand the infrastructure in the far west Assad controlled areas remains largely unaffected.

In conclusion, I think people's experiences in Aleppo have been impacted by changing infrastructure to a large extent, thought this varies spatially. Also temporarily, before 2011 the changes were mostly beneficial but after 2011 they have been overwhelmingly negative for people.

An atypical response – considers regression of infrastructure but is perfectly acceptable in context of the question. A detailed, thorough example is used in support. Thorough K + U of key concepts of infrastructure and understanding of development idea. Considers both positive and negative impacts of the development of infrastructure.

C = Level 3

A + E = Level 4

L = Level 4

K + U = Level 4

C + P = Level 4

S + T = Level 4

17/20 marks

Question 2.5

Question

Evaluate the success of your data collection methods and explain how you would make use of an opportunity to revisit the location to develop your enquiry further.

[9 marks]

Mark scheme

AO1 = 3 marks, AO2 = 6 marks

AO1 – Knowledge of the fieldwork enquiry that was carried out, specifically the data collection methods and the location(s) visited

AO2 – Evaluation of the effectiveness of the data collection methods and their application during the enquiry process. Application in a new context (the revisit to the location) to revise or extend the enquiry.

Mark scheme:

Level 3 (7–9 marks)

AO1 – Detailed knowledge and understanding of the data collection methods used in the enquiry process.

AO2 – Detailed evaluation of methods to assess their utility and reliability. Rational conclusions reached as to how the work could have been improved and/or taken forward in future, thus developing a new situation and set of circumstances from the original enquiry.

Level 2 (4–6 marks)

AO1 – Clear knowledge and understanding of the data collection methods used in the enquiry process.

AO2 – Clear evaluation of methods to assess their utility and reliability. Partial conclusions reached as to how the work could have been improved and/or taken forward in future, thus developing a new situation and set of circumstances from the original enquiry.

Level 1 (1–3 marks)

AO1 – Basic knowledge and understanding of the data collection methods used in the enquiry process.

AO2 – Basic evaluation of methods to assess their utility and reliability. Basic conclusions reached as to how the work could have been improved and/or taken forward in future.

Notes for answers

The question requires an evaluation of the effectiveness of the methodology used in relation to the fieldwork investigation carried out by the candidate and consideration of possible rationale for revisiting the location for further work.

AO1

- Knowledge and understanding of the fieldwork enquiry carried out, specifically the purpose of the enquiry, details of the data collection methods and their justification.
- Familiarity with the location visited including details of data collection sites.
- Knowledge and understanding of the process of data collection within the enquiry sequence, including the purpose of observation and recording of field data relevant to the topic under consideration, selection of quantitative and qualitative techniques, the justification of practical approaches adopted in the field.
- Awareness of strategies for ensuring accuracy and reliability such as timings, frequency of observation, duration and sampling strategies.
- Knowledge and understanding of the process of evaluation within the enquiry sequence, including the critical examination of field data in the light of methods adopted and improvements to methodology.

AO2

- Evaluation of the effectiveness of data collection methods and their application during the enquiry process.
- Evaluation of the effectiveness of methods may be linked to logistical problems. There may be issues with accuracy of data collection techniques, unrepresentative sampling, inadequate or rudimentary equipment, unwillingness of people to participate in surveys, selection of times and locations, organisational aspects such as poor team work with unallocated roles, unreliability of method in targeting the question or hypothesis.
- Credit suggestions for improvements to methodology such as the use of more sophisticated and accurate digital equipment, more rigorous sampling techniques, repeating measurements at different times or for longer periods, piloting questionnaires and other methods allowing for reflections and modifications to data collection techniques to ensure quality and accuracy of data collected, greater emphasis on qualitative data methods.
- In suggesting possible reasons for revisiting the location, responses may focus on improvements to methods and/or sampling, new study sites, perhaps involving different time frames, repeating the study, or a new line of enquiry arising out of the findings of the original study.
- The evaluation of the data collection methods might show them to have been successful. In that case, an opportunity to revisit the site would allow the candidate to extend and develop his/her enquiry. To do this the same or similar techniques could be used but in a different temporal or spatial context, to develop the depth of the enquiry. On the other hand, new techniques could be tried to develop the breadth of study.
- If the evaluation of the techniques shows that they had been unsuccessful, the revisit might concentrate on improving or modifying the techniques, or on improving the way that the students carried out those techniques.
- The evaluation could be less clear-cut. This might mean that slight modification was needed but also that the enquiry could be extended by using additional techniques.

Student responses

Student response 1

To measure river discharge we measured the width of the river and at every 90cm we measured the depth. We then went on to use a hydroprop to measure the velocity of the river at 5 different intervals. By taking stratified samples we could take an average, which allowed for reliable data. However our data was not a true reflection as our data was only from that day. If we were to return, collecting data on multiple days or even different seasons would help to develop our enquiry further/. Another of our data collection methods was using plots to simulate runoff. By having 3 different environments, we were able to pour a constant rate of water on to the area to try and replicate how it would actually be. We then measured the run off every 30 seconds. This helped us to understand why we need a variety of land uses to prevent flooding. If we were to revisit the lake district we would only use each plot once as they become saturated after multiple uses therefore affecting the accuracy of our results.

Some clear knowledge of the data collection methods (AO1). Evaluation of the methods is much weaker and lacks clarity. Very little reference to how enquiry could be further developed.

Level 1 = 3 marks.

Question 3.4

Question

‘People are more pleased with the factory closure as distance from the old factory site increases.’

To what extent does the evidence in Figures 3, 4 and 7 support this hypothesis?

[9 marks]

Mark scheme

AO3 = 9 marks

AO3 – Use of a range of data to synthesise and draw aspects of the study together. Analysis and evaluation of data in order to draw meaningful conclusions from the evidence provided.

Mark scheme:

Level 3 (7–9 marks)

AO3 – Detailed use of data from the enquiry which is analysed and evaluated to construct sound arguments and draw valid conclusions. Detailed evidence of drawing together different elements of the study in order to support the response.

Level 2 (4–6 marks)

AO3 - Data from the enquiry is analysed and evaluated clearly to construct arguments and draw conclusions. Clear evidence of drawing together different elements of the study in order to support the response.

Level 1 (1–3 marks)

AO3 – Basic use of data from the enquiry which is analysed and evaluated to construct limited arguments and draw basic conclusions. Basic evidence of drawing together different elements of the study in order to support the response.

Notes for answers:

The question requires an evidenced-based summary and conclusion, evaluating the link between the two variables stated in the initial hypothesis.

AO3

- Uses a range of data available from the information provided to synthesise and draw aspects of the study together into an overall conclusion
- There is a clear trend supporting the hypothesis, with the BFL clearly trending from bottom left to top right.
- However the correlation is not strong as very few points are actually close to the BFL. In fact there is an upper trend line and a lower trend line, both of which support the hypothesis although the link is

weak. One or more other factors appear to be involved.

- Credit the idea that people living on one side of the town (1–5) are less pleased with the closure than people living on the other side (6–10) so the hypothesis can be developed accordingly.
- Consideration of possible reasons for that difference. For instance it may be that winds from the west blew fumes towards areas 6–10 and so the benefits of closure were greater for people living in that area.
- On the other hand it may be that the factory drew a higher proportion of workers from housing in areas 1–5 so people in this area were more likely to have lost jobs due to the closure.
- Other explanations might be offered. Any such explanation might lead to a development of the original hypothesis.
- Overall conclusion may emphasise that whilst the association between the two variables is clear and that the hypothesis is generally substantiated by the evidence, close inspection of the data reveals that other factors are relevant in explaining the anomalous readings.

Student responses

Student response 1

From figures 3, 4 and 7 you can see that people are more pleased with the closure of the factory when they live further away because in figure 7, a scatter graph the positive correlation implies this. You can also see this from figure 3 because in sample area 5, the closest area to the factory only 14% of the people like the idea of it closing compared to the 70% from area 10. At 5km away, area 10 is the furthest away. Also to support this area 8, which is 3km away has 53% of people happy and this shows the change in distance. From figure 4, it implies that the people on the East of the factory are more happy than the distances from figure 3 are compared to the locations on figure 4, the Eastern samples are further away and are more happy with the idea.

Basic conclusions are drawn, with very limited arguments. Does not consider 'to what extent'. Does draw different elements together and refers to specific data so has Level 1.

Level 1 = 3 marks

Student response 2

Figures 3 and 4 suggest that the hypothesis is true however, that it differs depending if they lived east or west of the factory. Those living east of the factory aren't as pleased with the closure as those living to the west. For example on the eastern side of the factor at a distance of 0.5 and 1.5km the vast majority disagreed with the hypothesis, responding no to the question, 86% and 88% respectively, 'Has the closure of the ChemMan factory made this town a better place to live?'. This could suggest that the people asked may have been employed at the factory or had a vested interest in it. Comparatively those living west of a factory, bar those living 1km, mainly agreed with the question suggesting that they had less or no vested interest. Nearly all the data in figures 3 and 4 do agree, except for sample point 4, suggesting that it strongly supports this hypothesis. Figure 7 does support this hypothesis as it has a positive correlation, however it appears to be relatively weak, this could be linked to the difference of opinion between those living east of west of the factory.

Therefore I believe that the data does support the hypothesis relatively strongly, however I believe that this could be improved if we know if those asked had been employed by the factory as this could suggest why there is such a difference depending on which side of the factory they reside on.

Some detailed use of data. Sound arguments are constructed and valid conclusions drawn. Draws together figure 3, 4 and 7. Seeks to analyse reasons for differences and awareness of other factors that might influence results.

Low level 3 = 7 marks

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