

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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writing tips & tricks:

This is quite a theory-heavy question (and a hard one I reckon!) requiring you to be able to define and explore elements of place representation –by using **ONLY ONE** case study which is relevant to this question. Depending on your location this may be local or distant – it’s up to you to quickly judge which one you have more to talk about and argue both sides for. My school use our local area, Cobham; and Stratford as our place studies. Obviously, there is more to mention on the latter, focusing on the Olympic Park regeneration...

Two little paragraph points for one, two against is the general rule of thumb. Make sure that you end off with a super cool conclusion which wraps your arguments up and gives a conclusive 'which one is most important'?

a-level exam questions & answers:

changing places (section b) >

mark scheme | 20-mark question #1

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Q.:	Sp. Ref.:	Information For Markers:	B'down:	Marks:
1)	3.2.2.2.2 	'The changing character of a place over time is more effectively represented by box 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 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.	AO1=10 AO2=10	20

- 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.
- 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.		
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Examiner Marking Level Criteria:

This grid is used by teachers and examiners to decide first your working level, then narrow down to a mark out of 20 for all long answer questions, and the kinds of things they are looking to see in each of these answers.

Level/Mark Range	Criteria/Descriptor
TOP LEVEL 4 (16-20 marks – 80+% - typically an A* answer)	• Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. Interpretations are comprehensive, sound and coherent (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, processes and interactions and change throughout (AO1).
HIGH LEVEL 3 (11-15 marks – 55-75% - B to A grade answer)	• Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question. Interpretations are generally clear and support the response in most aspects (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, processes and interactions and change (AO1)
LOWER LEVEL 2 (6-10 marks – 30-50% - D-C grade answer)	• Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretations are partial but do support the response in places. • 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. There may be a few inaccuracies (AO1).
LOW LEVEL 1 (1-5 marks) - <25% - E or below answer	• 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). Interpretation is basic. • 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, processes and interactions and change. There may be a number of inaccuracies (AO1)
LEVEL 0 (0 marks) – no answer provided	• Nothing worthy of credit (something has gone ridiculously wrong if you're here!)