

a-level exam questions & answers:

changing places (section b) >

mark scheme | 20-mark question #5

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Q.:	Sp. Ref.:	Information For Markers:	B'down:	Marks:
1)	3.2.2.2 	<p>'The impact of globalisation has transformed and improved places beyond recognition.'</p> <p>With reference to your distant place, critically assess this statement</p> <p>AO1 – Knowledge and understanding of the impacts of globalisation – positive and negative. Knowledge and understanding of the changing characteristics of the distant place</p> <p>AO2 – Applies this knowledge and understanding to assess the extent to which globalisation has changed the characteristics of the distant place studied.</p> <p>Notes for answers</p> <p>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</p> <p>AO1</p> <ul style="list-style-type: none"> • 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 	AO1=10 AO2=10	20

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.

	<ul style="list-style-type: none"> • 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.		

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)	<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. 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)	<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. 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)	<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). 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).

<p>LOW LEVEL 1 (1-5 marks) - <25% - E or below answer</p>	<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). 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)
<p>LEVEL 0 (0 marks) – no answer provided</p>	<ul style="list-style-type: none"> • Nothing worthy of credit (something has gone ridiculously wrong if you're here!)