GCE AS MARKING SCHEME

SUMMER 2023

AS
GEOGRAPHY – UNIT 2
2110U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE GEOGRAPHY

UNIT 2: CHANGING PLACES

SUMMER 2023 MARK SCHEME

Guidance for Examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, as opposed to adopting an approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

The mark scheme for this unit includes both point-based mark schemes and banded mark schemes.

Point-based mark schemes

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision should be made. Each creditworthy response should be ticked in red ink. Do not use crosses to indicate answers that are incorrect. The targeted assessment objective (AO) is also indicated.

Banded mark schemes

For questions with mark bands the mark scheme is in two parts.

The first part is advice on the indicative content that suggests the range of concepts, processes, scales and environments that may be included in the learner’s answers. These can be used to assess the quality of the learner’s response.

The second part is an assessment grid advising on bands and the associated marks that should be given in responses that demonstrate the qualities needed in the three AOs, AO1, AO2 and AO3, relevant to this unit. The targeted AO(s) are also indicated, for example AO2.1c.

Assessment Objective	Strands	Elements
AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.	N/A	This AO is a single element.
AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.	N/A	1a - Apply knowledge and understanding in different contexts to analyse geographical information and issues.
		1b - Apply knowledge and understanding in different contexts to interpret geographical information and issues.
		1c - Apply knowledge and understanding in different contexts to evaluate geographical information and issues
AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.	1 - investigate geographical questions and issues	N/A
	2 - interpret, analyse and evaluate data and evidence	
	3 - construct arguments and draw conclusions	

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The specialised concepts from the specification that apply in the indicative content are underlined.

The mark scheme reflects the layout of the examination paper. Mark all questions in Section A, and Section B. Possible rubric infringements will be discussed at the marking conference.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

Section A: Changing Places

1. (a) (i) Use **Figure 1** to compare the incomes of dairy farms and non-dairy farms (sheep and cattle) between 2012 and 2021. Skills. 3.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for each valid comparison point + 1 for support by quantification. Up to 2 marks can be awarded for quantification.					5		**5**

Indicative content

- Income for dairy farms higher e.g. in 2018 income of dairy farms was £82,000 while income for non-dairy farms was £19,000 / difference of £63,000
- Both are inconsistent/fluctuating
- Greater inconsistency with dairy farm income (range of £51,000)
- Little overall change for non-dairy farms (sheep and cattle) which has a range of £13,000.

Marking guidance

Credit other valid points. Max 2 marks if there is no comparison of trends.

(a) (ii) Suggest **one** ongoing challenge that may be evident in rural places as a result of the trends shown in **Figure 1** for non-dairy farm (sheep and cattle) incomes. Content: 2.1.8	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Allow one mark for suggestion + 1 development point		2					**2**

Indicative content

There are many possible challenges but suggestions offered must be clearly linked to low/fluctuating incomes. Possible answers may include:

- Lack of money to spend in local economy (1) leading to struggling services (1)
- Loss of jobs in the farming industry (1) leading to lower incomes / low spending power locally (1)
- Lack of confidence in the local economy (1) leading to ongoing pattern of low investment (1)
- Lack of growth in local economy (1) leading to lower incomes /job creation in future (1).

Marking guidance

Credit other valid points. The question clearly states that **one** challenge should be identified therefore avoid credit of multiple suggestions.

(b) Examine the impacts of quaternary industry clusters on people and places. Content: 2.1.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5			3			**8**

Indicative content

AO1

The question is asking candidates to put forward and develop plausible and informed ideas as to the impacts of 21st Century quaternary clusters on people and places. Candidates could identify a range of impacts. Whilst we would expect the impacts to be largely positive, credit should also be given to identified negative impacts.

Possible positive impacts include:
- Increase in well paid jobs leading to the area being seen as an area that people aspire to live in.
- Greater wealth leading to the attraction of local services and community investment
- Multiplier effects leading to further inward investment into an area and other
- Settlement growth leading to better local amenities and an improved sense of community.

Some negative impacts include
- Settlement grows too fast leading to environmental issues
- House prices rise due to a shortage of housing and a growth in employment
- Increase traffic due to the rapid growth of a settlement.

AO2

Candidates should apply knowledge and understanding to examine the impacts of these clusters on people and places.
- Basic responses may include statements such as ‘it will have a positive (or negative) effect’ on people/places with little further support
- Stronger responses will include support material noting the nature of the impact e.g. ‘the creation of well-paid jobs will have a large positive impact on the area as it will lead to a positive multiplier effect’
- Candidates could also look at the magnitude of positive impacts vis-à-vis negative impacts, compare differing impacts across different areas or examine the timescales involved with these impacts.

Marking guidance

Near the upper end the impacts will be clearly outlined and examined with development of the initial points applied to contextualised examples. Towards the lower end little application is evident and answers are short and list-like. For B3 AO1, impacts on both people and places must be identified.

Award the marks as follows:		
	AO1 (5 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of the impacts of clusters of 21st Century knowledge economy on people and places.*	*Applies (AO2.1c) to examine the impacts of clusters of 21st Century knowledge economy on people and places.*
3	**4-5 marks** Well-developed and accurate knowledge and understanding of impacts of clusters of 21st Century knowledge economy. Developed example(s).	**3 marks** Well-developed examination. Contextual example(s) are well applied to the question.
2	**2-3 marks** Partial knowledge and understanding of impacts of clusters of 21st Century knowledge economy. Partially developed example(s).	**2 marks** Partial or unbalanced examination. Contextual example(s) are well applied in part.
1	**1 mark** Limited knowledge and understanding of impacts of clusters of 21st Century knowledge economy.	**1 mark** Basic examination.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

2. (a) (i) Use **Figure 2** to analyse changes over time in the employment structure shown. Skills: 3.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Changes may refer to points such as the following:

- Overall change from a relative balance between sectors shown to the emerging dominance of tertiary/quaternary sectors
- Most rapid changes occur after 1966
- Decline of primary sector from just under 20% in 1900 to circa 2% in 2016. This decline particularly apparent after 1926
- Overall shrinking of secondary sector from 1900 to 1926 followed by brief increase in the importance of the sector between 1926 and 1966
- Continual growth of tertiary/ quaternary sectors to a high of around 85% in 2016.
- Growth of tertiary/quaternary sector is particularly rapid after 1966.

Marking guidance

Expect stronger answers to make full use of the resource, making reference to specific years and making correct use of percentages and/or making reference to rates of change. An overview of the complete time period is required for full marks.

Award the marks as follows:

Band	**Marks**	
3	**4-5**	A well-developed analysis referring to change over time in all three sectors. Correct use of dates and the quantification is accurate.
2	**2-3**	A partial analysis. At least two sectors should be referenced. Some use of dates and some quantification will be evident.
1	**1**	Limited analysis. A brief response possibly referring to only one sector. Little or no quantification.
	0	Response not creditworthy or not attempted.

2. (a) (ii) Suggest how the changing employment structure shown in **Figure 2** is influenced by globalisation. Content: 2.1.3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Allow one mark for each valid suggestion + up to 3 development points			4				**4**

Indicative content

- More imports lead to less opportunities in primary employment e.g agriculture/foods
- More imports due to lower wages in LEDCs lead to less opportunities in secondary employment e.g decline of steel industry
- Better transportation due to increased size of ships leads to decline of secondary sector employment
- Lower transportation costs mean goods can be made elsewhere and imported, leading to decline of secondary sector employment
- Places seen as global hubs for research or finance can lead to increase in quarternary sector employment e.g. Cambridge
- Changing transportation technology and increased globalisation leads to growth of tourism and tertiary sector.

Credit other valid points.

(b) Examine the impacts of regeneration on individuals and businesses in urban areas. Content: 2.1.9	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5			3			**8**

The question is asking candidates to put forward and develop plausible and informed ideas as to the impacts of regeneration of urban areas on individuals and businesses. These impacts may be positive and/or negative e.g. creation of some new job opportunities but leading to a change in the structure of local communities.

AO1
There are several possible ways that regeneration may impact on individuals and businesses.

Individuals:
- A rise in employment levels and job opportunities for individuals inside and outside the area
- Individuals may move to the regenerated parts of the urban area leading to a changing socio-economic profile
- An increase in the number and variety of local amenities e.g. leisure and retail services
- The improved environment may lead to improved quality of life for individuals in the regenerated area
- Higher cost of housing may lead to low-income residents being priced out of buying or renting in the area.

Businesses:
- The area can become a popular visitor destination, positively impacting certain businesses e.g. food and entertainment businesses
- New or existing businesses may move to the regenerated parts of the urban area particularly if incentives are available e.g. businesses relocating to Park Hill, Sheffield

- Certain businesses may see a decline due to the changing nature, environment and social profile of the area e.g. small-scale manufacturing. Business rates and other costs may become too high for some.

AO2
In order to examine the impacts candidates must consider different types of impacts. These could be positive or negative; economic or social. Candidates may also offer an examination of how regeneration effects individuals in comparison to businesses or compare impacts between different urban areas.

Marking guidance

Near the upper end impacts will be clearly identified and examined and will make a clear link between a named regeneration scheme and changes for individuals and businesses in the area. Towards the lower end little application of knowledge and understanding is evident and answers are short and characterised by a list-like description of a regeneration attempt(s).

Award the marks as follows:

	AO1 (5 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of how the regeneration impacts individuals and businesses.*	*Applies (AO2.1c) to examine the impacts of regeneration on individuals and businesses.*
3	**4-5 marks** Well-developed and accurate knowledge and understanding of impacts on individuals and businesses linked to regeneration. Developed example(s).	**3 marks** Well-developed examination. Contextual example(s) are well applied to the question.
2	**2-3 marks** Partial knowledge and understanding of impact on individuals and businesses linked to regeneration. Partially developed example(s).	**2 marks** Partial or unbalanced examination. Contextual example(s) are well applied in part.
1	**1 mark** Limited knowledge and understanding of impact on individuals and businesses linked to regeneration.	**1 mark** Basic examination. The example(s) provided may not support the context.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

Section B: Fieldwork Investigation in Physical and Human Geography

3. (a) Use **Figure 3** only to explain why North West Wales is a popular tourist destination. Skills: 8.4	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					4		**4**

Indicative content

This AO3 question requires candidates to interpret the resource to explain why this area is popular with tourists. Possible approaches may include:

- The diversity of the natural landscape e.g. coast, beaches, islands, mountains and lakes will attract visitors of varied ages and interests
- North West Wales has a range of attractions, both natural and man-made within a relatively small geographical area, offering multiple types of holidays/experiences
- A number of historical buildings/monuments (castles, churches and bridges) may attract tourists with an interest in historical attractions
- A long coastline (and coastal paths) allows tourists to plan beach holidays in the area
- A developing adventure tourism portfolio (incl. zip wire) will attract visitors/adrenalin junkies due to availability of activities such as surfing, sailing and mountain biking. There are also multiple golf courses available in the area.

Marking guidance
Allow credit for use of key to support points made. Question states 'Use Figure 3 *only*….' so beware of crediting 'known' local information. Candidates should not be advantaged by naming particular attractions or including judgements based on local knowledge.

Award the marks as follows:		
Band	**Marks**	
3	**3-4**	Developed reasons why North West Wales is a popular tourist destination. Extensive use of resource.
2	**2**	Partially developed reasons why North West Wales is a popular tourist destination. Some use of resource.
1	**1**	Limited statement of one of two reasons why North West Wales is a popular tourist destination. Fragmented use of the resource.
	0	Response not creditworthy or not attempted.

3. (b) Examine the strengths and weaknesses of the data presentation method used in **Figure 3**. Enquiry Question: 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
				2	4		**6**

Indicative content

AO2
The AO2 element of the question requires candidates to examine particular strengths and weaknesses in terms of perceived importance (e.g. the main weakness is, an important strength is…) or in relation to each other. Candidates may come to a judgement on whether strengths outweigh weaknesses. Some candidates may identify that the nature of the data represented is unclear. It would also be creditworthy to note that the intended audience/purpose of the map is unclear and that the ability to judge overall effectiveness is limited by this factor.

AO3
The AO3 element of the question requires candidates to identify both strengths and weaknesses of the approach seen in Figure 3.

Strengths:
- It is visually appealing using a mixture of symbols and colour to highlight particular attractions
- It gives the reader a clear visual representation of the broad range of possible activities in North Wales
- Use of scale allows users to judge distances between attractions and the size of the area.

Weaknesses:
- No key provided for the symbols used. Some users may misinterpret the information or be unclear on their meaning
- The symbols used are distorted in terms of size making locating individual attractions challenging
- No place names are included making locating individual attractions challenging
- The map lacks other essential details relevant to these activities such as roads and railway networks.

Marking guidance

This is a geographical skills question. Beware of crediting ‘known’ local information. Candidates should not be advantaged by naming particular attractions or including judgements based on local knowledge.

Award the marks as follows:

	AO2.1c (2 marks)	**AO3 (4 marks)**
Band	*Applies (AO2.1c) to examine strengths and weaknesses of data presented in* ***Figure 3****.*	*Demonstrates knowledge and understanding of strengths and weaknesses of data collected.*
3		**4 marks** Balanced account referring to both strengths and weaknesses with some developed points.
2	**2 marks** A clear examination of strengths and weaknesses.	**2-3 marks** Partial account that may refer to both strengths and weaknesses of the method or a more developed account of one.
1	**1 mark** A partial or undeveloped examination of strengths and weaknesses.	**1 mark** Limited understanding of strengths and/or weaknesses of the method.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

3. (c) Suggest **one** source of secondary information the student may have used to collect the data shown in **Figure 3**. Enquiry Question: 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					1		**1**

Indicative content

The candidate may suggest any valid source of information but must be specific to gain credit e.g.

- A *named* website such as Visit Wales or BBC or county council website providing data on tourist numbers
- Analysis of tourist leaflets/brochures
- Online tourism surveys that publish results e.g. Great Britain Tourism Survey 2021
- Travel guides (books)
- Travel magazines.

3. (d) Assess the reliability of your selected source of secondary information in **3(c).** Enquiry Question: 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
				3			**3**

Indicative content

AO2

The source of secondary information will need to be clearly linked to **Figure 3**. The candidate will gain marks by either making three comments regarding its reliability or developing their initial points e.g.

- Accurate and up to date from official sources (1)
- May be biased depending on the source and its function (1)
- Published material may be outdated (1) meaning the data is less reliable (1) and may not represent the current situation in relation to popular tourist activities in a given area (1)
- Website information may be outdated (1) or may distort the information in order to create a more positive image (1) depending on the levels of bias associated with the source (1).

Marking guidance

The candidate does not have to address both positive and negative issues to access full marks.

4. Evaluate the reliability of the findings of your **physical** geography fieldwork investigation. Enquiry Question: 4 and 6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	6			3			**9**

Indicative content

The focus of this question is the reliability of findings.

AO1
Credit knowledge and understanding of the findings of the candidate's **physical** geography fieldwork investigation. Expect the findings to be supported by data in the strongest responses. However, in order to comment on the reliability of findings the candidate may refer to other stages of the enquiry, in particular the planning and data collection stages. This approach should also be credited.

AO2
A clear evaluation is required of the reliability of their findings is required. We would expect to see both positive and negative comments regarding the reliability of findings. However, some candidates may focus on the complete reliability (or otherwise) of their findings and will fully support this evaluation with evidence.

Marking guidance

Answers that score highly for AO1 will give a clear and supported account of the findings. Those that score well for AO2 will give clear and supported evaluation of the reliability of their findings.

Should a candidate answer this question with reference to their human fieldwork then a maximum of 3 marks can be awarded.

Award the marks as follows:

	AO1 (6 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of their findings within the context of their own fieldwork investigation in physical geography.*	*Applies (AO2.1c) to evaluate the reliability of their findings within the context of their own fieldwork investigation in physical geography.*
3	**5-6 marks** Reasoned and well-developed knowledge of the findings of their investigation.	**3 marks** A well-developed evaluation of the reliability of findings.
2	**3-4 marks** Partial knowledge of the findings of their investigation.	**2 marks** A partial evaluation of the reliability of findings.
1	**1-2 marks** Limited knowledge of the findings of their investigation or content of partial relevance.	**1 mark** Basic evaluation of the reliability of findings.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

5. Examine the success of **two** decisions made during the planning stage of your **human** geography fieldwork investigation. Enquiry Question: 1 and 6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	6			3			**9**

Indicative content

The focus of this question is the planning phase.

AO1
Credit knowledge and understanding of two decisions made during the planning stage. There are numerous possible decisions made at this stage and these are clearly dependent on the candidate's choice of study area. Likely decisions examined could include:

- choice of study area
- choice of data collection method
- choice of title and/or focus of enquiry.

Some may elaborate on how to construct a questionnaire or elaborate on how to collect data. This is a valid approach but the candidate should link such answers to the planning stage. It is likely that many will discuss completion of a risk assessment - these assessments need to be realistic and well-related to their own fieldwork enquiry in order to receive credit. Two clear and separate decisions will need to be detailed and these should be placed firmly in the context of their own enquiry in order to gain a mark in Band 3.

AO2
A clear examination of the success of both decisions is required. In order to fully examine this success (or otherwise) candidates should reflect critically on the implications of the decisions and may come to an overall conclusion as to how successful these decisions were. Many candidates will be drawn to listing decisions made during the planning stage rather than examining their success. Award AO2 marks for examination only.

Marking guidance

Answers that score well for AO1 will give a clear account of two decisions set clearly in the context of their own fieldwork. Those that score well for AO2 will provide a clear and well supported examination of the relative success of the two decisions.

Should a candidate answer this question with reference to their physical fieldwork then a maximum of 3 marks can be awarded. A maximum of 6 marks can be awarded where only one decision is detailed and evaluated.

Award the marks as follows:		
	AO1 (6 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of the planning stage within the context of their own fieldwork investigation in human geography.*	*Applies (AO2.1c) to examine the success of the planning stage within the context of their own fieldwork investigation in human geography.*
3	**5-6 marks** Reasoned knowledge of two decsions made in the planning stage, well linked to the candidate's enquiry.	**3 marks** A clear examination of the success of both decisions made during the planning stage.
2	**3-4 marks** Partial knowledge of two decsions made in the planning stage. Or, detailed and developed discussion of one planning decision.	**2 marks** A partial examination of the success of both decisions made during the planning strage or an unbalanced response with one planning decision answered in much greater depth.
1	**1-2 marks** Limited knowledge of decisions made during the planning stage.	**1 mark** Basic examination of the success of the planning strage.
0	**0 marks** Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.