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# **GCE AS MARKING SCHEME**

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**SUMMER 2018**

**AS (NEW)  
GEOGRAPHY - UNIT 2  
2110U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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.

## **Unit 2: Changing Places**

### **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: <ul style="list-style-type: none"> <li>investigate geographical questions and issues</li> <li>interpret, analyse and evaluate data and evidence</li> <li>construct arguments and draw conclusions.</li> </ul>	1 - investigate geographical questions and issues 2 - interpret, analyse and evaluate data and evidence 3 - construct arguments and draw conclusions	N/A

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 evidence from <b>Figure 1</b> to suggest how the Olympic venues could regenerate east London.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Skills. Focus 2.1.9						5	<b>5</b>
<b>Indicative content</b>							
<p>This is a skills-based question – the skill being extracting information from the photograph. Clear and direct reference to the resource must be made. Possible answers include:</p> <ul style="list-style-type: none"> <li>• More jobs created – e.g. in the media centre that is now an innovation hub (1+1)</li> <li>• Better facilities for local people e.g. swimming pool (1+1)</li> <li>• A more desirable area e.g. the tower (1+1)</li> <li>• More affordable housing – the Olympic village (1+1)</li> <li>•</li> </ul> <p>Credit other valid points. Max 3 for list-like lift from resource.</p> <p>Max 3 if there is no clear/ direct reference to the resource i.e. talks in general about regeneration e.g. ‘It is a more desirable area (1) with better facilities for local people (1) with more affordable housing (1) and jobs.’ This answer would not gain 4 marks as there is no direct reference to the photograph.</p>							

1. (a) (ii) Suggest <b>one</b> way the regeneration shown in <b>Figure 1</b> could impact on the behaviour of individuals.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Content: 2.1.9			3				<b>3</b>
<b>Indicative content</b>							
<p>There are many possible impacts on behaviour. Answers may come directly from the resource or beyond. Possible answers include:</p> <ul style="list-style-type: none"> <li>• More positive as their job prospects are better</li> <li>• More motivated as there are better sports facilities</li> <li>• More engaged with society</li> <li>• Impact can be negative e.g. as the changes have bypassed them they may become more disengaged with society</li> </ul> <p>Credit other valid points.</p> <p>Having clearly identified the initial impact on behaviour, candidates can then gain a further two marks by developing that point.</p> <p>The question clearly states that one reason should be given therefore avoid credit of multiple reasons. A clear focus is needed on behaviour.</p>							

1. (b) Examine some of the challenges faced by an urban place where regeneration is absent or has failed or is causing overheating. Content: 2.1.10	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
	5			3			<b>8</b>

### Indicative content

The question is asking candidates to put forward and develop plausible and informed knowledge and understanding - of the challenges faced in some urban places before examining those challenges.

#### AO1

There are a number of possible challenges. Economic challenges such as unemployment and its subsequent multiplier effect are likely to prove popular choices. Other challenges could be social challenges such as depopulation and brain drain. The specification refers to challenges faced by an urban place where regeneration is absent or has failed or is causing overheating. Only one of these needs to be addressed.

#### AO2

Examination of the challenges may focus on:

- severity of challenges in relation to nature and magnitude of impact
- severity of challenges in relation to each other
- ease of solution e.g. success or failure of strategies implemented to address them
- the persistence of challenges over time i.e. short-term and long-term nature of some of these challenges

### Marking guidance

Near the upper end, at least two challenges will be clearly identified and theory is applied to contextualised examples. There will also be a clear examination of these challenges. Towards the lower end, an examination of the challenges is lacking or is absent and answers merely an outline of two challenges.

Award the marks as follows:

	<b>AO1 (5 marks)</b>	<b>AO2.1c (3 marks)</b>
<b>Band</b>	<i>Demonstrates knowledge and understanding of two challenges facing urban communities.</i>	<i>Applies (AO2.1c) to examine these challenges and evaluate their nature.</i>
<b>3</b>	<b>4-5 marks</b> Accurate knowledge and understanding of challenges faced. Developed example(s).	<b>3 marks</b> Well-developed examination to evaluate the nature of the challenges. Contextual example(s) are well applied to the question.
<b>2</b>	<b>2-3 marks</b> Sound knowledge and understanding of the challenges faced by urban areas.	<b>2 marks</b> Partial or unbalanced examination with some attempt to evaluate the nature of the challenges. Contextual example(s) are well applied in part.
<b>1</b>	<b>1 mark</b> Limited knowledge and understanding of the challenges faced by urban areas.	<b>1 mark</b> Basic examination with a brief attempt to evaluate the nature of these challenges. The example does not support the context.
	<b>0 marks</b> Response not creditworthy or not attempted.	<b>0 marks</b> Response not creditworthy or not attempted.



2. (a) (i) Use <b>Figure 2</b> to describe how the concentration of digital companies varies across the UK. Skills: 3.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
					3		<b>3</b>
<p><b>Indicative content</b></p> <p>The answers should be taken from the resource only. Possible answers include:</p> <ul style="list-style-type: none"> <li>• Generally higher in South East</li> <li>• Highest in London</li> <li>• Generally low in Wales</li> <li>• 'Fringe' areas are low</li> </ul> <p><b>Marking Guidance</b></p> <p>This is not an exhaustive list. Credit other valid points.</p>							

2. (a) (ii) Suggest how the data presentation method shown in <b>Figure 2</b> could be improved. Skills: 3.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
					2		<b>2</b>
<p><b>Indicative content</b></p> <p>Possible comments include:</p> <ul style="list-style-type: none"> <li>• The use of statistics.</li> <li>• Clear categories rather than sliding scale.</li> <li>• A link to 'per head of population'</li> </ul> <p>Candidates could gain the marks either via 2 x1 or 1+1. Credit other valid points.</p>							

2. (a) (iii) Suggest <b>one</b> factor that can lead to variations in the concentration of digital companies shown in <b>Figure 2</b> . Content: 2.1.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
			3				<b>3</b>
<p><b>Indicative content</b></p> <p>The specification refers to 'universities and research institutes, government support, planning regulations and infrastructure' as factors that facilitate clustering within the quaternary industry. Candidates may not exclusively refer to these factors and do not need to use the exact terminology. Marks are awarded for identifying a factor and developing that factor for a further two marks.</p> <p><b>Marking Guidance</b></p> <p>The question clearly requests <b>one</b> factor therefore avoid credit of multiple factors/reasons.</p>							

2. (b) Examine the consequences of attempts to rebrand <b>one or more</b> named rural areas.  Content: 2.1.9	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
	5			3			<b>8</b>

### Indicative content

The question is asking candidates to put forward and develop plausible and informed ideas as to the consequences of rebranding rural areas. Consequences may be positive or negative e.g. with some new job opportunities – but a change in the structure of local communities.

#### AO1

There are a number of possible ways that rebranding can change rural areas over time. These consequences **may** include a rise in employment levels; higher cost of housing; increased tax revenues; a changing employment structure; ease of attraction of inward investment etc.

#### AO2

In order to examine the consequences, candidates must consider two different types of consequences and consider the impact of these on the characteristics of the area concerned. These consequences could be considered as being positive or negative and could look at economic gain versus social or cultural costs, for example. Other types of consequences are also creditworthy, if examined in a considered way.

#### Marking guidance

Near the upper end explanations will be clear and will make a clear link between the rebranding scheme itself and how it has led to a change in the characteristics of the area. Towards the lower end of **AO2**, little application of knowledge and understanding is evident and answers are short and characterised by a list-like outline of rebranding attempts.

Award the marks as follows:

	<b>AO1 (5 marks)</b>	<b>AO2.1c (3 marks)</b>
<b>Band</b>	<i>Demonstrates knowledge and understanding of how the rebranding in rural areas and their consequences.</i>	<i>Applies (AO2.1c) to examine the consequences of rebranding in a rural area.</i>
<b>3</b>	<b>4-5 marks</b> Good knowledge and understanding of consequences linked to rebranding. Developed example(s).	<b>3 marks</b> Well-developed examination. Contextual example(s) are well applied to the question.
<b>2</b>	<b>2-3 marks</b> Partial knowledge and understanding of the consequences linked to rebranding.	<b>2 marks</b> Partial or unbalanced examination. Contextual example(s) are well applied in part.
<b>1</b>	<b>1 mark</b> Limited knowledge and understanding of the consequences linked to rebranding.	<b>1 mark</b> Basic examination. The example does not support the context.
	<b>0 marks</b> Response not creditworthy or not attempted.	<b>0 marks</b> Response not creditworthy or not attempted.

## Section B: Fieldwork Investigation in Physical and Human Geography

3. (a) (i) State the range of net migration for Wales between 1991 and 2013.  Skills: 2.10	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
					1		<b>1</b>
<b>Indicative content</b>  20 - -3 = 23,000  Working not required. Answer needs to be expressed in thousands.							

3. (a) (ii) Use <b>Figure 3</b> to identify trends in the migration data for Wales 1991 -2013  Skills: 6.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
					3		<b>3</b>
<b>Indicative content</b> <ul style="list-style-type: none"> <li>Inward migration and/ or outward migration have increased. (1)</li> <li>Overall, inward migration is greater than outward migration (1)</li> <li>Only between 1991 and 1993 was there negative net migration (1)</li> <li>Greater fluctuation in recent years (1)</li> <li>Award 1 mark for quantification (1)</li> </ul> Credit other valid points.							

3. (a) (iii) Name and justify a suitable graphical technique that could be used to show this data.  Skills: 3.6 Enquiry Question: 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
				3	1		<b>4</b>

### Indicative content

#### AO3

There are numerous possible graphical techniques. The most obvious and probably popular will be line graphs and bar graphs. Credit other valid techniques.

#### AO2

The data presentation method will need to be clearly linked to the data in **Figure 3**. The candidate will gain marks by either developing a justification point further or by discussing a variety of different justification points so 3x1 or 2x1 +1 or 1+1+1. Within the Command Word Glossary, in order to fully justify a choice a candidate is required to 'go beyond knowledge and understanding to explain why the choice given is better than other possible options'. Many candidates will be drawn to evaluate their methods rather than to fully justify them.

#### Marking guidance

Towards the top end of **AO2** there will be a comprehensive justification of the method chosen to represent the data.

3. (a) (iv) Assess the strengths and weaknesses of this secondary data collected by the student.  Enquiry Question: 6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
				2	4		<b>6</b>

### Indicative content

#### AO2

The AO2 element of the question requires the candidate to evaluate the overall strengths and weaknesses of the secondary data and make a judgement or offer evaluative comment e.g. 'Overall, the strengths outweigh the weaknesses.' Developed comments which show clear reasoning behind the evaluation e.g. 'The most important strength of this data is....' will gain 2 marks.

Credit any other valid points.

#### AO3

The data has both strengths and weaknesses. Better candidates will refer to and discuss both the strengths and weaknesses. Towards the lower end the answer may be unbalanced and lacking in discussion.

Strengths include – relatively up to date information and from a reliable source.

Weaknesses include - data isn't fully up to date and there is an overlap in the year column. The data doesn't either show how this varies across Wales.

Award the marks as follows:

	<b>AO2.1c (2 marks)</b>	<b>AO3 (4 marks)</b>
<b>Band</b>	<i>Applies (AO2.1c) to assess strengths and weaknesses of data collected in <b>Figure 3</b>.</i>	<i>Demonstrates knowledge and understanding of strengths and weaknesses of data collected.</i>
<b>3</b>		<b>4 marks</b> Balanced account referring to both strengths and weaknesses of the secondary data with some developed points.
<b>2</b>	<b>2 marks</b> A clear assessment of the strengths and weaknesses of the data collected in <b>Figure 3</b> .	<b>2-3 marks</b> Partial account referring to both strengths and weaknesses of the secondary data or a more developed account of one.
<b>1</b>	<b>1 mark</b> A partial or undeveloped assessment of the strengths and weaknesses of the data collected in <b>Figure 3</b> .	<b>1 mark</b> Limited understanding of either strengths or weaknesses of the secondary data.
	<b>0 marks</b> Response not creditworthy or not attempted.	<b>0 marks</b> Response not creditworthy or not attempted.

4. Justify the choice of data presentation methods used for your <b>physical</b> geography fieldwork investigation. Enquiry Question: 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
	6			3			<b>9</b>

### Indicative content

The focus of this question is data presentation methods.

#### AO1

Credit knowledge and understanding of data presentation methods used. There are numerous possible methods and these are clearly dependent on the candidate's choice of study area. Likely methods discussed are bar graphs, line graphs, pie charts rose diagrams. We would also hope to find some more interesting ways of presenting data – although this is not a requirement. The data presented could be either primary or secondary. At least two different methods will need to be discussed in detail and these should be placed in the context of their own enquiry.

#### AO2

A clear justification is required. Within the Command Word Glossary, in order to fully justify a choice or an opinion a candidate is required to 'go beyond knowledge and understanding to explain why the choice given is better than other possible options'. Many candidates will be drawn to evaluate their methods rather than to fully justify them.

#### Marking Guidance

Answers that score well at AO1 will give a clear account of data presentation methods set clearly in the context of their own fieldwork. Those that score well at AO2.1c will give clear and well supported justification of methods selected.

Should a candidate answer this question with reference to their human fieldwork then a maximum of 3 marks is possible.

Award the marks as follows:

	<b>AO1 (6 marks)</b>	<b>AO2.1c (3 marks)</b>
<b>Band</b>	<i>Demonstrates knowledge and understanding of data presentation methods within the context of their own fieldwork investigation in physical geography.</i>	<i>Applies (AO2.1c) to justify the use of data presentation methods within the context of their own fieldwork investigation in physical geography.</i>
<b>3</b>	<b>5-6 marks</b> Reasoned knowledge of at least two methods of data presentation, well linked to the candidate's enquiry.	<b>3 marks</b> A clear justification of the methods chosen.
<b>2</b>	<b>3-4 marks</b> Partial knowledge of some data presentation methods or developed and reasoned knowledge of one.	<b>2 marks</b> A partial justification of the methods chosen.
<b>1</b>	<b>1-2 marks</b> Limited knowledge of one valid possible way of presenting data.	<b>1 mark</b> Basic justification of the methods chosen.
	<b>0 marks</b> Response not creditworthy or not attempted.	<b>0 marks</b> Response not creditworthy or not attempted.



5. Examine the success of the planning stage for your <b>human</b> geography fieldwork investigation. Enquiry Question: 5	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
	6			3			<b>9</b>

### Indicative content

The focus of this question is the planning stage of the students' investigation.

#### AO1

Credit clear knowledge and understanding of the planning stage that are directly related to the investigation title and well supported by evidence.

- Defining the research question that underpins the context of the field investigation
- Making and justifying decisions on the task including data collection methods and how to use them
- An assessment of risk and ethical issues

#### AO2

An examination of the planning stage is required. This is a judgement about the overall success of this stage and may refer to the strengths and limitations of this stage. These strengths and limitations could be considered in terms of:

- Degree of confidence when carrying out the work
- Reliability of data collection methods
- Links to original hypothesis or research question and the extent to which the original aims have been met

### Marking guidance

Answers that score well at AO1 will have a confident grasp of the study undertaken. The answer will be rooted in the planning stage and will be supported with evidence gathered from their work. Towards the lower end, candidates will not have a confident grasp of their study and will have limited understanding of their planning stage (the answer may drift from this stage) with little supporting evidence. For answers that score well at AO2.1c we would expect to see strong examination comments.

Should somebody answer the question on their physical fieldwork then a maximum of 3 marks is possible.

Award the marks as follows:

	<b>AO1 (6 marks)</b>	<b>AO2.1c (3 marks)</b>
<b>Band</b>	<i>Demonstrates knowledge and understanding of the fieldwork planning stage within the context of their fieldwork investigation in physical geography.</i>	<i>Applies (AO2.1c) to examine the success of the planning stage within the context of their fieldwork investigation in physical geography.</i>
<b>3</b>	<b>5-6 marks</b> Reasoned knowledge of their planning stage with supporting evidence.	<b>3 marks</b> A good examination of the planning stage.
<b>2</b>	<b>3-4 marks</b> Partial knowledge of the planning stage with some supporting evidence.	<b>2 marks</b> A partial examination of the planning stage.
<b>1</b>	<b>1-2 marks</b> Limited knowledge of their planning stage with little support.	<b>1 mark</b> Basic examination of the planning stage.
	<b>0 marks</b> Response not creditworthy or not attempted.	<b>0 marks</b> Response not creditworthy or not attempted.