



GCE AS MARKING SCHEME

SUMMER 2025

**AS
GEOGRAPHY – UNIT 2
2110U20-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE GEOGRAPHY
UNIT 2: CHANGING PLACES
SUMMER 2025 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 to indicate creditworthy material. Annotations supplied on DRS must be used for any items of 6 marks or over to reflect the mark awarded for the question. The targeted assessment objective (AO) is also indicated within this mark scheme.

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 changes in property prices.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					5		5
Indicative content Generally, property prices in all three areas have increased (1) Property prices in all three areas increased from 2000 to 2008 (1) Property prices in all three areas fell after 2008 (1) Property prices in all three areas began to increase again around 2012/2013 (1) Wapping saw the most significant increase in prices from 2000 to 2018 (1) Wapping saw the sharpest drop from 2018 to 2019 (1) Isle of Dogs shows the greatest consistency in prices (1) Credit other valid points. Marking guidance Up to 2 marks can be awarded for accurate quantification to support comparative points. Do not award marks for listing or description.							

1. (a) (ii) Suggest two consequences of changes in property prices for areas such as those shown in Figure 1 .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
			4				4
Indicative content There are many possible consequences. Possible answers include: - Change in demographic mix of the area (1) resulting in service imbalance (1) - Local people may not be able to buy a home close to their family group (1) resulting in a loss of community (1) - Social or ethnic change may occur in the area (1) resulting in a degree of isolation for some (1) - Area becomes more affluent/gentrified (1) leading to a change in service provision (1) - Further inward investment is attracted (1) making the area even more desirable and increasing prices further (1) Credit other valid points. Marking guidance Having clearly identified the initial consequence candidates can then gain a further mark by developing that point clearly. Avoid crediting the same development point twice e.g. loss of community. Where a candidate commits a rubric offence and identifies more than two consequences, award marks for the strongest two consequences.							

1. (b) Examine the impacts of decline in some central urban places on people's lives.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	5			3			8

Indicative content

This question derives from the key idea concerning service change in central urban areas. Candidates may interpret central urban places/areas as the CBD but be aware that some candidates may interpret central urban places in a different way e.g. dockland developments. Accept all valid interpretations of central urban places.

AO1

The question is asking candidates to put forward and develop plausible and informed ideas as to the impacts of the decline of central urban places on people's lives. Candidates may identify a range of impacts on **people's lives**. Whilst we would expect the impacts to be largely negative, accept positive impacts also. Possible negative impacts on people include:

- Decrease in well paid jobs leading to decreased affluence
- Negative multiplier effects leading to further decline in future years leading to decreased employment opportunities and decreased affluence
- House price decreases negatively impacting local residents, impacting their ability to relocate
- Declining opportunities leading to outmigration from the area
- The above may contribute to decreasing community spirit and cohesion
- Less facilities / services for inhabitants.

Some positive impacts include

- An opportunity for new investment/businesses to take the place of those that have closed and possible re-training opportunities for inhabitants.

This is not an exhaustive list, and relevant knowledge and understanding should gain credit. Avoid over-crediting answers that do not link to impacts on people's lives.

AO2

A limited AO2 response may include statements such as 'it will have a negative (or positive) effect' on places with little support. Stronger responses will include support material noting clearly how these impacts are or negative or positive such as 'the shop closures will have a large negative impact on the area as it will lead to a negative multiplier effect'. The strongest responses may consider both negative and positive impacts or develop in detail either the positive or negative impacts. Candidates could also look at the nature or the magnitude of positive impacts vis-à-vis negative impacts, compare differing impacts with each other, comparing impacts over different areas or may also examine the timescales involved with these impacts.

Marking guidance

Near the upper end, the impacts will be clearly outlined and development of the initial points made will show a fuller understanding. Near the upper end expect theory to be applied to contextualised examples. Towards the lower end, little application is evident and answers may be brief and list-like.

Award the marks as follows:		
	AO1 (5 marks)	AO2.1c (3 marks)
Band	<i>Demonstrates knowledge and understanding of the impacts of the decline in some central urban places on people's lives.</i>	<i>Applies (AO2.1c) to examine the impacts of the decline in some central urban places on people's lives.</i>
3	4-5 marks Detailed and accurate knowledge and understanding of impacts of the decline in central urban areas on people's lives. 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 the decline in central urban areas on people's lives.	2 marks Partial or unbalanced examination. Contextual example(s) are well applied in part.
1	1 mark Limited knowledge and understanding of impacts of the decline in central urban areas on people's lives.	1 mark Limited examination. The example may be absent or does not support the context.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

2. (a) (i) Use Figure 2 to describe changes in the population structure of Cardiff.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					5		5
Indicative content Most age groups see an increase in their population (1) Largest decrease 0-4 (1) Largest increase 70-74 (1) Population is getting older (1) Cluster of increase 55-74 (1) No change in 80-84 age group (1) 'No clear pattern' across age groups would also be a creditworthy response (1) Credit other valid points.							

2. (a) (ii) Suggest one consequence of the change shown for one age group in Figure 2 .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
			2				2
Indicative content More older people/school age children places greater demand on certain services e.g. healthcare, primary schools (1) can lead to an increased strain on these services (1) Decrease in 0-4 leads to less demand for child care or nursery facilities (1) could lead to less employment opportunities in this sector (1) school closures in future (1) Marking guidance 1 mark is reserved for the candidate naming the consequence. A further development point may then be awarded. The development points noted above are examples and not prescriptive. Avoid credit of two separate consequences that are not developed.							

2. (b) Examine the role of local groups in the regeneration of rural areas.	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 how local groups can lead to the regeneration of rural areas. For the examination to take place the candidate must address role of these local groups and consider whether they have played a significant role regeneration. Another route to gain AO2 marks would be a consideration of whether these attempts have succeeded to regenerate a rural area or areas. AO1 There are several possible ways that local groups may lead to the regeneration of rural areas. The strongest responses will make use of an example and note in detail how local groups can contribute to regenerating a rural area e.g. via community schemes or events. The answer may offer details on other drivers of rural regeneration. This should also be credited. Towards the lower end the details may be limited with little understanding of 'local groups'. AO2 In order to examine how local groups have participated in the regeneration of rural areas candidates may consider how important their role is compared to other groups in the same or different initiatives. A comparison between local groups/ individuals and government is probably the most likely route. Near the upper end the examination is likely to make a clear link between local groups and how it has led to regeneration. Towards the lower end of AO2, little application of knowledge and understanding is evident, and answers may be short and characterised by generic statements such as 'local groups have been very important'.							

Award the marks as follows:		
	AO1 (5 marks)	AO2.1c (3 marks)
Band	<i>Demonstrates knowledge and understanding of how local groups have regenerated rural areas.</i>	<i>Applies (AO2.1c) to examine how local groups have regenerated rural areas.</i>
3	4-5 marks Detailed and accurate knowledge and understanding of how local groups have regenerated rural areas. Developed use of 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 how local groups have regenerated rural areas. Some use of example(s).	2 marks Partial or unbalanced examination. Contextual example(s) are well applied in part.
1	1 mark Limited knowledge and understanding of how local groups have regenerated rural areas.	1 mark Limited examination. The example may be absent or does 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) (i) Evaluate the strengths and limitations of the data presentation method used in Figure 3 .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
				2	4		6
Indicative content AO2 A clear evaluative comment will give an overall indication of the effectiveness of the presentation method clearly linked to the resource and may evaluate strengths vis-à-vis limitations. A partial evaluation in this context will include generic statements such as ‘this is a good method...’ Candidates may also evaluate via a discussion of specific ways to improve the data presentation method in this context e.g. colour-coding of local authorities who rise/fall in the rankings. Credit any other valid points/ approach. AO3 Strengths include – accurate data is easy to extract when presented in tabulated form; data is presented clearly by local authority in rank order for 2014 and 2019 so it is easy to identify the most extreme values/locations. Weaknesses include – lack of spatial element means geographical trends are difficult to identify; it is not straightforward to identify changes in rank order from one year to another due to the number of local authorities included. Marking guidance A developed account of strengths and limitations is expected for Band 3 AO3. There does not need to be balance for full AO1 marks if one element is very well-developed.							

Award the marks as follows:		
	AO2.1c (2 marks)	AO3 (4 marks)
Band	<i>Applies (AO2.1c) to evaluate strengths and limitations of the data presentation method.</i>	<i>Demonstrates knowledge and understanding of strengths and limitations of the data presentation method.</i>
3		4 marks A developed account referring to both strengths and limitations.
2	2 marks A clear evaluation of the success of the method.	2-3 marks Partial account that may refer to both strengths and limitations of the data presentation method or a more developed account of one.
1	1 mark A partial or undeveloped evaluation of the success of the method.	1 mark Limited account of the strengths and/or limitations of the data presentation method.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

3. (a) (ii) Name one other appropriate method of presenting the data shown in Figure 3 .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					1		1
A number of methods are acceptable e.g. proportional circles on a map for both years (1), a bar graph for both years (1), a choropleth map for both years (1) etc. Do not credit methods relating to continuous data e.g. line graph or methods relating to proportions of a whole e.g. pie charts.							

3. (a) (iii) Justify your choice in 3(a)(ii) .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
				3			3
Indicative content The marks are awarded for quality of justification of the given method e.g. for a bar graph - this is discrete data (1) with each bar clearly representing a given local authority and given time period (1). This would allow easy identification of trends between local authorities (1) and/or over time (1). Examples of partial justification would be less developed and/or less clear and limited justification would be comments such as e.g. 'this would show the pattern clearly'.							

Award the marks as follows:		
Band	Marks	
3	3	Developed and accurate justification of the selected method.
2	2	Partial justification of the selected method.
1	1	Limited justification of the selected method.
	0	Response not creditworthy or not attempted.

3. (a) (iv) Outline one primary data collection method the student could use while investigating patterns of deprivation in their local area.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					4		4
Indicative content Possible answers may include an account of one of the following methodologies: Interview with stakeholders e.g. local authority or community group leaders Questionnaire with local community members Environmental Quality Survey conducted by the student or other stakeholders Social media investigation for comments on opportunities and facilities in the local area Housing type/quality survey Access to services survey Use of unmanipulated census data to investigate patterns. Marking guidance Accept any clear and valid primary data source. Do not credit a secondary source of information e.g. an internet search. Credit candidates that refer to census data (as unmanipulated census data can be classified as primary data).							

Award the marks as follows:	
	AO3 (4 marks)
Band	<i>Demonstrates knowledge and understanding of a suitable primary data collection method.</i>
3	3-4 marks Identifies a suitable primary data collection method and provides a developed outline of how that data would be collected.
2	2 marks Identifies a suitable primary data collection method and provides a partial outline of how that data would be collected.
1	1 mark Identifies a suitable primary data collection method. A limited outline of how that data would be collected.
	0 marks Response not creditworthy or not attempted.

4. Justify the choice of one or more sampling strategies used for your physical geography fieldwork investigation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	6			3			9

Indicative content

The focus of this question is the sampling strategies used in a given investigation.

AO1

Credit knowledge and understanding of one or more sampling strategies used as part of a **physical** geography fieldwork investigation. The strategy should be suitable for the title of the investigation and the data collected. A clear outline of the strategy or strategies is required within the context of the investigation to achieve a mark in the highest band. A candidate may gain full marks by outlining one sampling strategy, however, another valid approach is to note how two or more different strategies were used in separate elements of the investigation.

AO2

A clear justification is required. Stronger responses will clearly justify why the said sampling method(s) were suitable for the context. Another creditworthy approach would be to note why alternative sampling methods were not used or were not suitable. Better answers will develop the justification whilst weaker answers may not go much further than say it was used to avoid bias.

Marking guidance

Answers that score highly for AO1 will give a clear account of valid sampling strategies that are clearly linked to the set investigation title. Those that score highly for AO2 will give clear and well-supported justifications of the strategy(ies) used.

Should a candidate answer this question with reference to their human fieldwork then a maximum of 3 marks is possible (Band 1).

Award the marks as follows:		
	AO1 (6 marks)	AO2.1c (3 marks)
Band	<i>Demonstrates knowledge and understanding of sampling methods within the context of their own fieldwork investigation in physical geography.</i>	<i>Applies (AO2.1c) to justify the use of sampling methods within the context of their own fieldwork investigation in physical geography.</i>
3	5-6 marks Detailed and accurate knowledge and understanding of the sampling methods linked to their investigation.	3 marks A clear justification of the effectiveness of the sampling strategy(ies).
2	3-4 marks Partial knowledge and understanding of the sampling methods linked to their investigation.	2 marks A partial justification of the effectiveness of the sampling strategy(ies).
1	1-2 marks Limited knowledge and understanding of the sampling methods linked to their investigation.	1 mark Limited justification of the effectiveness of the sampling strategy(ies).
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

5. Discuss how two findings of your human geography fieldwork investigation provide opportunities for further research.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	6			3			9
AO1 Credit knowledge and understanding of two findings only. Findings may be individual results of data collection methods (e.g. one question from a questionnaire or an element of an environmental quality survey) and are not necessarily conclusions linked to full sub-questions. The nature of the findings discussed will be dependent on the candidate's choice of study area. Some may elaborate on two specific findings, others may be more open-ended linked to two overall findings. Both approaches are valid. The candidate should link their findings to the title of their study and better answers will use data clearly to support their findings. Two separate findings will need to be detailed and these should be placed firmly in the context of their own enquiry to gain a mark in Band 3. AO2 A clear discussion of their findings linked to opportunities for further research is required. Stronger responses will detail sophisticated opportunities for further research that would add to or develop the study rather than basic/generic and/or undeveloped comments such as 'we could visit another settlement' or 'we could repeat the data on another day'. Many candidates will be drawn to listing improvements rather than fully focus on opportunities for further research. Marking guidance Answers that score highly for AO1 will give a clear account of findings that are clearly linked to the set investigation title. Those that score highly for AO2 will give clear and well-supported ideas of how to develop this study further. Should a candidate answer this question with reference to their physical fieldwork then a max. of 3 marks is possible (Band 1).							

Award the marks as follows:		
	AO1 (6 marks)	AO2.1c (3 marks)
Band	<i>Demonstrates knowledge and understanding of two findings of the human geography fieldwork investigation.</i>	<i>Applies (AO2.1c) to discuss how two findings of the human geography fieldwork investigation provide opportunities for further research.</i>
3	5-6 marks Detailed and accurate knowledge and understanding of two findings well linked to the candidate's enquiry.	3 marks A clear discussion of possible opportunities for further research.
2	3-4 marks Partial knowledge and understanding of two findings well linked to the candidate's enquiry, or, detailed and developed knowledge of one finding.	2 marks A partial discussion of possible opportunities for further research.
1	1-2 marks Limited knowledge and understanding of findings, partially linked to the candidate's enquiry.	1 mark Limited discussion of possible opportunities for further research.
0	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.