GCE AS MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

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Unit 2: Changing Places

Mark Scheme

Guidance for Examiners

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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 describe the pattern of second home ownership in Cornwall. Skills: 3.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for any of the following up to a maximum of 5 marks					5		**5**

Indicative content

- Highest in coastal areas
- Lowest inland
- Identification of specific highest/lowest areas of concentration e.g. highest in Padstow
- Not many places with very high figures in the west
- Area of low concentration in the east/along the border

Quantification (max 2) e.g. It is over 25% in Padstow; (1) It is over 25% to the East of Falmouth; (1) Lower inland (1) e.g. in Truro it is less than 15% (1)

To achieve max 5 points candidates must make reference to patterns within the county and not simply lift information from the map. Patterns include points such as the inland/ coastal contrast or the East/ West contrast.

Accept other creditworthy points not contained in indicative content.

1. (a) (ii) Suggest **two** challenges that could arise in the areas where the percentage of second homes is over 25%. Content: 2.1.8	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for any of the following up to a maximum of 4 marks			4				**4**

Indicative content

Marks are awarded suggesting one challenge and developing this idea. These challenges may include:

- Loss of sense of community (1) as fewer people spend all their lives in the area (1)
- Loss of identity (including language) (1) as houses are bought by urbanites (1)
- Closure of services (1) as migrants use services in their main area of residence (1)
- House price rises (1) forcing local population from their communities (1)
- Lack of housing for locals (1) forcing local population from their communities (1)
- Empty during periods of the year (1) resulting in closure of local amenities (1)
- Changing social structure (1) as population becomes older/ richer (1)

This is by no means an exhaustive list so credit other valid challenges identified. All development points are examples of how challenges could be developed but avoid double credit of the same development points for two differing challenges.

Marks should be awarded for identification of challenge and development, (1+1) (1+1). One, well developed challenge cannot gain beyond 2 marks.

1. (b) Assess the importance of technology in the decline of primary employment in rural areas. Content: 2.1.3	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 economic changes faced in some rural places with specific focus on technology. There are a number of possible routes. One popular reason for the decline in primary employment will be mechanisation and it's associated impacts on employment. Increased ease of importing goods may be another reason given for the decline of primary employment as could the fact that technology has led to globalisation and this in turn has had an impact on farms. Newer products could also be developed meaning that primary industries have declined.

AO2
A basic AO2 response may include statements such as 'It is very important' with little factual support. Better responses will include support material clearly noting why technology is an important factor or conversely why it is not. The strongest responses may discuss other possible important factors e.g. government strategy or globalisation.

Marking guidance

Near the upper end the contribution of technology to the decline of employment in rural areas will be clearly outlined with clear assessment of the importance of named factors. Contextualised examples will aid the arguments put forward. Towards the lower end little application is evident and answers are short and list-like.

Award the marks as follows:		
	AO1 (5 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of the importance of technology in the decline of primary employment in rural areas.*	*Applies (AO2.1c) to assess the importance of technology in the decline of primary employment in rural areas.*
3	**4-5 marks** Mostly accurate knowledge and understanding of how technology has led to these changes. Developed example(s)	**3 marks** Well-developed assessment. Contextual example(s) are well applied to the question.
2	**2-3 marks** Partial knowledge of how technology has led to these changes.	**2 marks** Partial assessment. Contextual example(s) are well applied in part.
1	**1 mark** Limited knowledge and understanding of how technology has led to these changes.	**1 mark** Basic assessment. The example 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 compare the location of retail spending in the UK in 2000 and 2014. Skills: 3.7	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award 1 mark for any of the following up to a maximum of 5 marks					5		**5**

Indicative content

- Increase in internet sales
- Decrease in town centre sales
- Increase in out-of-town sales
- Neighbourhood sales are broadly similar.

Award quantification marks up to a max. of 2 for data manipulation that supports comparisons e.g. internet sales has increased by 7.1% (1) / more than doubled (1) '……..shows the biggest increase' (1)

Do not award quantification marks for direct lift e.g. '….has fallen from 49.4% to 39.8%'.

Marking Guidance

Descriptive points with no comparison do not gain credit. Credit comparison points only.

2. (a) (ii) Suggest **one** reason for the changes in the location of retail spending in the UK shown in **Figure 2**. Content: 2.1.5	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
			2				**2**

Indicative content

Marks are awarded for identifying a reason and developing that factor for a further mark. **Avoid crediting further reference to the changes evident in the resource.**

These reasons may include: This is by no means an exhaustive list.
- Better internet availability
- Busier lifestyles
- Cost of parking in city centres
- Counter-urbanisation
- Internet more widely used
- Growth of Amazon
- Free parking in 'out-of-town centres'
- Still a demand for 'local shopping'.

The question clearly states one reason therefore avoid credit of multiple factors. However, where one point follows on from another in a logical manner, development marks can be awarded.

Marking guidance

Do not credit unsubstantiated statements such as 'goods are cheaper in out-of-town retail centres'.

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2. (b) Examine the impacts of changes to retail patterns on people's lives. Content: 2.1.5	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 on the impacts of changing retail patterns on people's lives. Candidates could identify a range of changes to retail patterns including continuing decline for some central urban places, changes to out-of-town retailing and/or the growth of internet shopping. Impacts on people's lives may be **positive or negative.** Possible impacts include:
- Loss of jobs
- Loss of sense of community due to neighbourhood shop closures
- Run down areas due to decline in town centre shopping areas
- Greater flexibility for consumers
- Lowering prices as a result of competition
- Less choice due to neighbourhood shop closures or decline in town centre shopping areas
- Can have positive impacts on people's surroundings e.g. less cars on the road leading to a cleaner environment.

This is by no means an exhaustive list and relevant knowledge and understanding should gain credit.

AO2
A basic AO2 response may include statements such as 'it will have a positive (or negative) effect on people's lives' with little factual support. Stronger responses will include support material noting clearly how these impacts are positive or negative such as 'shop closures in the CBD will have a negative impact on people who lose their jobs'. Very good responses will either consider both positive and negative impacts or develop in detail either the positive or negative impacts. 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 initial points made will be developed, meaning that a fuller understanding of the answer is shown and the theory is applied to contextualised examples. Towards the lower end, little application is evident and answers are short and list-like with an imbalance or a lack of recognition that impacts can be both positive and negative. Better answers will make clear links between changes to retail patterns and the impact of these changes on **people's lives**.

	AO1 (5 marks)	**AO2.1c (3 marks)**
Award the marks as follows:		
Band	*Demonstrates knowledge and understanding of changes in retail patterns and how these affect people's lives.*	*Applies (AO2.1c) to examine the impacts of changes in retail patterns and how these affect people's lives.*
3	**4-5 marks** Mostly accurate knowledge and understanding of consequences linked to changing retail patterns. 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 the consequences linked to changing retail patterns.	**2 marks** Partial or unbalanced examination. Contextual example(s) are well applied in part.
1	**1 mark** Limited knowledge and understanding of the consequences linked to changing retail patterns.	**1 mark** Basic examination. The example 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) Name and justify **one** sampling technique that could be used to select the 10 wards within the urban area shown in **Figure 3** where data would be collected. Skills: 2.1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					4		**4**

Indicative content

One mark for naming a sampling technique.

Random (1) each area equally likely to be included (1) avoids bias (1) a straightforward technique to implement (1)

Systematic (1) a straightforward technique to implement (1) avoids bias (1) avoids clustering of certain factors/features (1)

Stratified – ensures fair coverage (1) avoids bias (1)

Pragmatic –) saves a lot of time (1) could be used to cover a wide area (1) takes health and safety issues into account (1).

Reserve one mark for applying it to the area in the question e.g. reference to number of wards/ inner/outer wards etc. For example:

- Each of the 44 areas would have an equal chance of being included OR 44 wards inputted into a random number generator (random)
- Measuring at intervals along a west to east transect across the city (systematic).

If the candidate has not noted the name of a sampling technique, they can still gain credit for justification if it is clear (but not stated) which method they are referring to.

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3. (b) (i) Use **Figure 4** to identify the main outcomes of the environmental quality survey conducted in Ward 37. Skills: 2.5, 2.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					4		**4**

Indicative content

Answers are points marked.

Credit valid points linked to specific points of the survey up to a total of 3 marks e.g. the survey participants agreed that:
- buildings are well maintained/looked after (1)
- levels of pollution are low/area free of traffic pollution (1).

Reserve 1 mark for an identification of the main outcomes/overview e.g.

- Generally the area scores well (1)
- All indicators for traffic are positive (1)
- Only indicator that is not positive is 'the buildings are pleasing on the eye' (1)
- In 5 out of 8 categories the area gains the highest possible score (1)
- Traffic generally scores better than housing (1).

Accept valid alternatives.

3. (b) (ii) Assess the strengths and weaknesses of environmental quality surveys as a way of collecting data in an urban area. Enquiry Question: 6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
				2	4		6

Marking guidance

EQS have 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.

AO3
Strengths include
- when collected by an individual there will be consistency
- data will be up to date
- a straightforward method – data can be collected with ease.

Weaknesses include
- if collected by more than one person there may be a lack of consistency
- an individual's' perceptions/ bias may influence reliability
- atmospheric conditions may impact on the result.

AO2
Towards the lower end there would be basic statements to back up an opinion such as 'Overall, they are not good because people may show bias'. To gain the 2 available marks more sophisticated assessment is required e.g. 'Overall, environmental quality surveys have more strenghts than weaknesses' **OR** 'the most significant strength of an environmental quality survey is……'

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	AO2.1c (2 marks)	AO3 (4 marks)
	Award the marks as follows:	
Band	*Demonstrates application of knowledge and understanding to assess strengths and weaknesses of Environmental Quality Surveys.*	*Demonstrates knowledge and understanding of the strengths and weaknesses of Environmental Quality Surveys.*
3		**3-4 marks** Clearly identifies a strength e.g. the fact that data will be up to date and a weakness e.g. an element of bias may be evident.
2	**2 marks** An assessment of strengths and weaknesses is evident. Perhaps comes to a judgement as to whether it is a good method.	**2 marks** Either clearly identifies a strength e.g. the fact that data will be up to date or a weakness e.g. an element of bias may be evident. An answer may briefly refer to a strength and weakness but in a list like manner.
1	**1 mark** Some assessment of strengths or weaknesses is evident.	**1 mark** Either briefly identifies a strength e.g. the fact that data will be up to date or briefly identifies a weakness e.g. an element of bias may be evident.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

4. Evaluate **two** decisions made during the planning stage of your **physical** geography fieldwork investigation. Enquiry Question: 1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	6			3			**9**

Indicative content

The focus of this question is the planning stage. There are numerous possible steps in the planning stage that could be evaluated - that will clearly be dependent on the study of the candidates choice. The better answers will be rooted in the planning stage and not drift into data collection. Any answer that is mainly about the actual collection of data then it should not get into Band 2 for AO1. Towards the top the evaluation will be clear and well supported.

AO1
There are many steps that can be evaluated. These include:
- Familiarising themselves with the equipment
- Creating recording sheets
- Risk Assessment
- Thinking of a main hypothesis and sub questions
- Sampling decisions

The question asks only for **two** methods. If a candidate refers to more than two then credit the best two methods covered.

AO2
Marks are awarded for evaluation. Towards the lower end basic statements such as 'we did not plan to collect enough data' or similar bland statements. As answers improve the answer will become more developed there will be greater rigour to the statements such as 'We constructed a recording sheet – this was very successful as it meant that recording data in the field was easier'. The best answers will either include positive and negative points about their planning stage or have an in-depth positive or negative slant.

Marking Guidance

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

	AO1 (6 marks)	**AO2.1c (3 marks)**
	Award the marks as follows:	

	AO1 (6 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of the planning stage of their own fieldwork investigation in physical geography.*	*Applies (AO2.1c) to evaluate the planning stage in the context of their own fieldwork investigation in physical geography.*
3	**5-6 marks** Good knowledge of two decisions made in the planning stage such as choice of location/ number of sites to collect from/ risk assessment.	**3 marks** A clear evaluation of the decisions made. Would include both positive and negative points.
2	**3-4 marks** Partial knowledge of two decisions made in the planning stage or good knowledge of one such as choice of location/ number of sites to collect from/ risk assessment.	**2 marks** A partial evaluation of the decisions made. Possibly unbalanced.
1	**1-2 marks** Limited knowledge of one decision or very limited knowledge of two decisions made in the planning stage such as choice of location/ number of sites to collect from/ risk assessment.	**1 mark** Basic evaluation of the decisions made.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

5. Justify **two** data presentation methods used in your **human** geography fieldwork investigation. Enquiry Question: 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	6			3			**9**

Indicative content

For answers at the top end they will have a confident grasp of their study. The data presentation methods will be clearly noted and supported from evidence that they have gathered from their work. They will also comment upon why they chose those two methods. Towards the lower end the candidates will probably name methods in an unclear context and there will be little if any justification. Comments of the 'success' of this stage may be absent.

AO1
The best responses will clearly locate the two methods in their own studies. Diagrams may aid the answer and the method would be clear to the examiner. A good description would be one that you can visualise. The details may become sketchy as we go down with lack of clarity and perhaps the method will not be the most suitable. Weaker answers will be poorly linked to their study or lack context – maybe a rushed diagram.

The question asks only for **two** methods. If a candidate refers to more than two then credit the best two methods covered.

AO2
Justification is clearly linked to which method is chosen. Towards the lower end bland statements are likely to be noted. As answers improve the candidate may refer to specific details such as 'a line graph was chosen as the data we showed included two numbers'. One route to securing a high AO2 mark would be to note why that method was chosen over another.

Marking guidance

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

	AO1 (6 marks)	AO2.1c (3 marks)
Award the marks as follows:		
Band	*Demonstrates knowledge and understanding of data presentation methods within the context of their fieldwork investigation in physical geography.*	*Applies (AO2.1c) to evaluate through justification the suitability of data presentation methods within the context of their fieldwork investigation in physical geography.*
3	**5-6 marks** Good knowledge of their data presentation methods with supporting evidence.	**3 marks** A clear justification of the methods used.
2	**3-4 marks** Partial knowledge of their data presentation with some supporting evidence.	**2 marks** A partial justification of the data presentation methods used.
1	**1-2 marks** Knowledge of their data presentation but with little support.	**1 mark** Basic justification of the data presentation methods used.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.