GCE A LEVEL MARKING SCHEME

SUMMER 2024

A LEVEL (NEW)
GEOGRAPHY - COMPONENT 1
A110U10-1

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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.

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GCE A LEVEL GEOGRAPHY

COMPONENT 1: CHANGING LANDSCAPES AND CHANGING PLACES

SUMMER 2024 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 component 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. Annotations must reflect the mark awarded for the question. 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. This is followed by 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 component. The targeted AO(s) are also indicated, for example AO2.1c.
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.

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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 Stage 1 – Deciding on the band

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.

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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), the qualities of each mark band will be discussed in detail. 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 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 mark scheme reflects the layout of the examination paper. Mark questions 1 and 2 and either 3 or 4 OR questions 5 and 6 and either 7 or 8 in Section A and all questions in Section B. If the candidate has responded to all questions in Section A, mark all these responses. Award the higher marks attained; further, 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.

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GCE A LEVEL GEOGRAPHY – COMPONENT 1

SUMMER 2024 MARK SCHEME

Section A: Changing Landscapes

Either: Coastal Landscapes

1. (a) (i) Use **Figure 1** to analyse changes in beach width.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Overview statements may include:
- Fluctuating pattern
- Cyclic (seasonal) pattern of gain and loss
- Periods of loss tend to be higher values (more significant)

Specific statements may include:
- Jan 2010 - late 2013 mainly loss in beach width
- Jan 14 - Jan 17 more periods of gain
- Highest loss value -12m
- Highest gain values +8m.

Credit other valid points.

Award the marks as follows:	
Band	**AO3 (5 marks)**
3	**4-5 marks** Well-developed outline of the changes evident in the resource. Reference to overall pattern/overview points should be made for marks in Band 3. Wide use of the resource to support the analysis of changes.
2	**2-3 marks** Partial outline of the changes evident in the resource. Partial use of the resource to support the analysis of changes.
1	**1 mark** Limited outline of changes evident in the resource.
	0 marks Response not creditworthy or not attempted.

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1. (a) (ii) Suggest how variations over time in inputs to the coastal system may result in the changes shown in **Figure 1.**	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1		**Total**
			8				**8**

Indicative content

Candidates should clearly identify the inputs and how they may impact changes to the width of the beach. Input changes may result in positive/gain or negative/loss changes.

Possible approaches may include:

Negative

- Sea level rise – allows erosion at a higher level leading to retreat of shoreline
- Weather events – increased erosion by storms leading to retreat of shoreline
- Removal of sediment offshore by humans – interrupts the sediment cell leading to retreat of shoreline
- Reduction of sediment inputs by rivers – e.g. dams leading to retreat of shoreline
- Breakwater construction on the coast reduces input of sediments leading to retreat of shoreline
- Increase in longshore drift removing sediment and leading to retreat of shoreline
- Removal of sand by strong winds leading to retreat of shoreline.

Positive

- Incresed input of sediment from rivers leading to advance of shoreline
- Change in wave regime to more constructive waves – build up of sediment leading to advance of shoreline.

Credit other valid approaches.

Marking guidance

Candidates may address both positive and negative changes, but it is also valid to address how changes in inputs over time may lead to varying degrees of positive or negative changes. Both approaches could achieve marks in Band 3.

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Award the marks as follows:	
Band	**AO2.1b (8 marks)**
3	**6-8 marks** Demonstrates detailed and accurate knowledge of variations in input. Demonstrates detailed and accurate understanding of how variations in input are linked to shoreline change. Demonstrates accurate knowledge and understanding using appropriate, and well-developed examples. Well annotated sketches / diagrams / maps may also be used and should be credited.
2	**3-5 marks** Demonstrates partial knowledge of variations in input. Demonstrates partial understanding of how variations in input are linked to shoreline change. Demonstrates mostly accurate knowledge and understanding using appropriate examples. Generalised sketches / diagrams / maps may also be used and should be credited.
1	**1-2 marks** Demonstrates limited knowledge of variations in input. Demonstrates limited understanding of how variations in input are linked to shoreline change. Demonstrates limited knowledge and understanding using limited examples. Basic sketches / diagrams / maps may also be used and should be credited.
	0 marks Response not creditworthy or not attempted.

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2. (a) Use **Figure 2** to contrast the two coastal environments.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

- Barafundle (**Figure 2a**) has wider beach
- Barafundle has sandy beach whilst Llantwit Major (**Figure 2b**) has rocky/pebble beach
- Llantwit Major has wave cut platform
- Llantwit Major is predominantly cliffs whilst Barafundle only seen in distant headland
- Barafundle has dune system at back of beach whilst Llantwit Major backed by cliffs.

Marking guidance

Credit valid contrasts that are supported with reference to **Figure 2** e.g. reference to varying vegetation cover**.** Do not credit contrasts that could not be attributed to the evidence provided in the resources.

Award the marks as follows:	
Band	**AO3 (5 marks)**
3	**4-5 marks** Well-developed outline of two contrasting coastal environments. Wide use of the resource to support the analysis of the contrasts.
2	**2-3 marks** Partial outline of two contrasting coastal environments. Partial use of the resource to support the analysis of the contrasts.
1	**1 mark** Limited outline of two contrasting coastal environments.
	0 marks Response not creditworthy or not attempted.

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2. (b) Explain how coastal erosion can lead to **two** social losses.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	8						**8**

Indicative content

Candidates should show understanding of how coastal erosion processes can lead to social losses which can affect both communities and individuals.

Possible approaches may include:

- Relocation and displacement of communities due to loss of land and infrastructure – social upheaval, loss of friends and community
- Stress issues from financial loss, anticipation of losing ones home
- Loss of amenity value – land lost was used for leisure purposes
- Damage to property – loss of housing which may lead to reduced quality of life
- Infrastructure damage – problems of transport, water supply, power supply making it harder for communities to function
- Cultural, historical and aesthetic losses – erosion can threaten cultural and historical sites such as archaeological sites and histirical landmarks as well as of loss of heritage landscape
- Health and Safety Risks: Coastal erosion can increase the risk of flooding, storm surges, and other natural disasters, posing significant health and safety risks to coastal communities. These include injuries, loss of life and waterborne diseases.

Credit other valid approaches including candidates who make valid links between coastal erosion processes and the given losses. Responses in Band 3 should provide two clear and developed losses that are not overly focused on coastal erosion processes.

Award the marks as follows:	
Band	**AO1 (8 marks)**
3	**6-8 marks** Demonstrates detailed and accurate knowledge of two social losses associated with coastal erosion. Demonstrates accurate knowledge and understanding using appropriate, and well-developed examples. Well-annotated sketches / diagrams / maps may also be used and should be credited.
2	**3-5 marks** Demonstrates partial knowledge of two social losses (or well-developed knowledge of **one**) associated with coastal erosion. Demonstrates mostly accurate knowledge and understanding using appropriate examples. Generalised sketches / diagrams / maps may also be used and should be credited.
1	**1-2 marks** Demonstrates limited knowledge of social losses associated with coastal erosion using limited examples. Basic sketches / diagrams / maps may also be used and should be credited.
	0 marks Response not creditworthy or not attempted.

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3. Examine the relative importance of sediment transport processes in the development of **one or more** landforms of coastal deposition.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			5			**15**

Indicative content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1
AO1 content encompasses knowledge and understanding of the processes of sediment transport in coastal environments and their role in the development of one or more landforms of coastal deposition. The content will depend upon the landform(s) chosen and may include;

- knowledge and understanding of the processes of sediment transport – longshore drift, traction,saltation, suspension, solution and aeolian
- knowledge and understanding of the processes of sediment deposition that result from reduced energy levels – gravity settling as velocity decreses, flocculation in tidal marshes, energy reduction in wave backwash
- knowledge and understanding of the development of landforms of deposition, e.g. beaches, spits, bars, cuspate forelands, estuaries, dunes.
- knowledge and understanding of the role of beach materials – impact of size of sediment on transport process and characteristics of landform, e.g. steepness of beach
- knowledge and understanding of the the chosen landforms and how these are related to process of transport and subsequent deposition
- knowledge and understanding of other processes that impact upon landforms of coastal deposition, e.g. biotic, human intervention.

AO2
AO2.1c content encompasses the application of knowledge and understanding to evaluate the importance of different processes of sediment transport in the formation of depositional landforms. A conclusion may be drawn in the context of the landform(s). Candidates may reach the conclusion that specific transport processes are important in the development of the landform(s), but a conlcusion is not necessary in order to reach the top of Band 3. The content may vary according to the landform(s) but may include an examination of;

- the importance of specific processes in the development of depositional landform(s)
- the importance of other processes or factors such as biotic fixing of sediment in sand dunes
- the importance of time scales in the continuing development of the landform(s)
- the importance of human intervention such as management strategies and sea level rise
- the importance of specific processes in different locations eg flocculation in tidal marshes but longshore drift in spits.

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Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (5 marks)**
Band	*Demonstrates knowledge and understanding of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition.*	*Applies knowledge and understanding to appraise through an examination of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding that is relevant to the question. Demonstrates detailed and accurate knowledge and understanding of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition. Demonstrates detailed and accurate knowledge and understanding using appropriate, accurate and well-developed examples. Well annotated sketches / diagrams may be used and should be credited.	**4-5 marks** Applies knowledge and understanding to construct well-developed examination that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent examination of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition.
2	**4-6 marks** Demonstrates partial knowledge and understanding that is relevant to the question. Demonstrates partial knowledge and understanding of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition. Demonstrates partial knowledge and understanding using examples Sketches / diagrams may be used and should be credited.	**2-3 marks** Applies knowledge and understanding to construct a partial examination that is supported by evidence. Applies knowledge and understanding to produce a partial examination of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition
1	**1-3 marks** Demonstrates limited knowledge and understanding that is relevant to the question. Demonstrates limited knowledge and understanding of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition. Demonstrates limited knowledge and understanding using limited examples Basic sketches / diagrams may be used and should be credited.	**1 mark** Applies knowledge and understanding to construct a limited examination that is supported by evidence. Applies knowledge and understanding to produce a limited examination of the importance of different processes of sediment transport in the development of **one or more** landforms of coastal deposition
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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4. Assess the influence of geology in the characteristics and development of coastal landscapes of erosion.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			5			**15**

Indicative content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content encompasses knowledge and understanding of the factors that influence the development of coastal landscapes of erosion with particular reference to geological factors such as lithology and structural geology. The content will depend upon the landscapes chosen and may include;

- knowledge and understanding of how lithological factors influence the development of the selected landscape(s) – this may include reference to mineral composition, solubility and hardness. These characteristics may be linked with the processes that are part of the development of landscapes such as weathering, marine erosion and mass movement. The rate and style of erosion depend heavily on the rock's resistance. Harder rocks like granite or basalt erode slower, forming bold cliffs and headlands that can jut out into the sea. Conversely, softer rocks like clays or shales crumble faster, creating gently sloping coastlines with frequent landslides. Landscapes considered may vary in scale and could include cliffs and shore platforms or bays and headlands
- knowledge and understanding of how stratigraphy influences the development of the selected landforms: The arrangement and composition of rock layers, known as stratigraphy, influence erosion rates and the formation of coastal features. Differential erosion of alternating layers of resistant and less resistant rock can result in the formation of coastal landforms such as headlands, bays, and wave-cut platforms.
- knowledge and understanding of how structural geology influences the development of the selected landform(s) – this may include reference to bedding, dip, joints folding and faulting. These characteristics may be linked with the processes that are part of the development of the landform such as weathering, marine erosion and mass movement. Geological processes such as faulting and folding can create structural weaknesses in coastal rock formations, making them more susceptible to erosion. Fault lines, fractures, and joints provide pathways for water infiltration and wave action, accelerating erosion processes along these zones. Landscapes considered may vary in scale and could include cliffs and shore platforms or bays and headlands
- knowledge and understanding of other factors that may influence the development and characteristics of coastal landscapes of erosion such as wave characteristics, erosional processes and human intervention
- knowledge and understanding of the characteristics of the chosen landscapes and how these are related to the development through lithology, structure and process.

AO2

AO2.1c content encompasses the application of knowledge and understanding to evaluate the importance of geology in the development and characteristics of coastal landscapes of erosion. A conclusion may be drawn in the context of the landscapes. Candidates may reach the conclusion that geology is important in the development and characteristics of coastal landscapes of erosion, but a conlcusion is not necessary in order to reach the top of Band 3. The content may vary according to the landscapes but may include an assessment of;

- the relative importance of different geological factors (lithology and structural geology)
- the relative importance of other processes e.g. weathering, erosion, mass movement
- the relative importance of other factors such as human intervention
- geographical variations in the influence of geological factors (lithology and structural geology)
- temporal variations in the influnce of geological factors (lithology and structural geology).

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Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (5 marks)**
Band	*Demonstrates knowledge and understanding of the influence of geology in the development and characteristics of coastal landscapes of erosion.*	*Applies knowledge and understanding to assess the influence of geology in the development and characteristics of coastal landscapes of erosion*.
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding that is relevant to the question. Demonstrates detailed and accurate knowledge and understanding of the the influence of geology [including lithology and structural geology] in the development and characteristics of coastal landscapes of erosion. Demonstrates detailed and accurate knowledge and understanding using appropriate, accurate and well-developed examples. Well annotated sketches / diagrams may be used and should be credited.	**4-5 marks** Applies knowledge and understanding to construct a well-developed assessment that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent assessment of the influence of geology in the development and characteristics of coastal landscapes of erosion.
2	**4-6 marks** Demonstrates partial knowledge and understanding that is relevant to the question. Demonstrates partial knowledge and understanding of the influence of geology in the development and characteristics of coastal landscapes of erosion. Demonstrates accurate knowledge and understanding using examples Sketches / diagrams may be used and should be credited.	**2-3 marks** Applies knowledge and understanding to construct a partial assessment that is supported by evidence. Applies knowledge and understanding to produce a partial assessment of the influence of geology in the development and characteristics of coastal landscapes of erosion.
1	**1-3 marks** Demonstrates limited knowledge and understanding that is relevant to the question. Demonstrates limited knowledge and understanding of the influence of geology in the development and characteristics of coastal landscapes of erosion. Demonstrates limited knowledge and understanding using limited examples Basic sketches / diagrams may be used and should be credited.	**1 mark** Applies knowledge and understanding to construct a limited assessment that is supported by evidence. Applies knowledge and understanding to produce a limited assessment of the the influence of geology in the development and characteristics of coastal landscapes of erosion.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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Or: Glaciated Landscapes

5. (a) (i) Use **Figure 3** to analyse changes in glacier snout position.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Overview statements may include:
- fluctuating pattern over and within decades
- overall retreat over period 1930-2010.
- higher values for retreat

Specific statements may include:
- 1930-1966 retreating
- 1967-1995 or 2001 mostly advancing
- 2002-2010 mostly retreating
- highest retreat in 1939 and 1945 - 100m
- highest advance in 1978 - 35m

Credit other valid points.

Award the marks as follows:	
Band	**AO3 (5 marks)**
3	**4-5 marks** Well-developed outline of the changes evident in the resource. Reference to overall pattern/overview points should be made for marks in Band 3. Wide use of the resource to support the analysis of changes.
2	**2-3 marks** Partial outline of the changes evident in the resource. Partial use of the resource to support the analysis of changes.
1	**1 mark** Limited outline of the changes evident in the resource.
	0 marks Response not creditworthy or not attempted.

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5. (a) (ii) Suggest how variations over time in inputs to the glacial system may result in the changes shown in **Figure 3**.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
			8				**8**

Indicative content

Candidates should clearly identify the inputs and how they may impact changes to the position of the glacier snout. Input changes may result in positive/gain or negative/loss changes.

Possible approaches may include:

Retreat
- global warming – higher temperatures cause more melting of ice than accumulation
- ocean warming – glaciers break up and melt causing retreat
- decrease in glacier mass - decrease in snowfall – cyclic or climate change – reduce accumulation
- reference to long term cycles – sun spots – high levels of activity.

Advance
- warming of climate – causes general/basal melting of ice – increased speed – glacial surges
- increase in glacier mass – increased snowfall – increased accumulation - cyclic or climate change – more mass transferred through glacier – advance of glacier
- reference to long term cycles - sun spots – low levels of activity, volcanic activity.

Credit other valid approaches.

Marking guidance

Candidates may address both retreat and advance, but it is also valid to address how variations in inputs over time may lead to varying degrees of retreat or advance. Both approaches could achieve marks in Band 3.

Award the marks as follows:

Band	AO2.1b (8 marks)
3	**6-8 marks** Well-developed outline of how variations in input to the glacial system may result in changes in the position of the glacier snout. Well-developed knowledge and understanding using appropriate, and well-developed examples. Well-annotated sketches / diagrams / maps may also be used and should be credited.
2	**3-5 marks** Partial outline of how variations in input to the glacial system may result in changes in the position of the glacier snout. Mostly accurate knowledge and understanding using appropriate examples . Generalised sketches / diagrams / maps may also be used and should be credited.
1	**1-2 marks** Limited outline of how variations in input to the glacial system may result in changes in the position of the glacier snout. Limited knowledge and understanding using limited examples. Basic sketches / diagrams / maps may also be used and should be credited.
	0 marks Response not creditworthy or not attempted.

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6. (a) Use **Figure 4** to contrast the **two** glaciated landscapes.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

- Helagsfjället (**Figure 4b**) has a greater vertical extent than Skalo island (**Figure 4a**)
- Helagsfjället has scree slopes whilst Skalo has no obvious visible deposits but credit identification of possible moraine/alluvial material in background of **Figure 4a**
- Skalo has polished surfaces whilst Helagsfjället is more rugged
- Helagsfjället has erosional features of greater magnitude than Skalo
- Helagsfjället shows signs of weathering on slopes.

Marking guidance

Credit valid contrasts that are supported with reference to **Figure 4** e.g. reference to varying vegetation cover**.** Allow credit for identification of landforms associated with evidence in the resources e.g. lake (corrie or tarn), arête etc. Do not credit contrasts that could not be attributed to the evidence provided in the resources.

Award the marks as follows:	
Band	**AO3 (5 marks)**
3	**4-5 marks** Well-developed outline of two contrasting glaciated landscapes. Wide use of the resource to support the analysis of the contrasts.
2	**2-3 marks** Partial outline of two contrasting glaciated landscapes. Partial use of the resource to support the analysis of the contrasts.
1	**1 mark** Limited outline of two contrasting glaciated landscapes.
	0 marks Response not creditworthy or not attempted.

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6. (b) Explain how **two** factors can influence rates of glacial erosion.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	8						**8**

Indicative content

Candidates should show understanding of how the identified factors can influence the rate of glacial erosion.

Possible approaches may include;

- geological characteristics - the type of bedrock and geological structure underlying the glacier influence the rate and style of glacial erosion. Soft, easily weathered rocks are more susceptible to glacial erosion than hard, resistant rocks. The presence of pre-existing fractures, joints, and fault lines can enhance erosion rates by providing pathways for glacial movement and facilitating plucking and abrasion.
- ice velocity - faster-moving glaciers have greater kinetic energy, allowing them to pluck and grind more material from the underlying bedrock, thus increasing the rate of erosion.
- type/amount of debris carried by glacier - abrasion occurs when rock fragments embedded in the glacier's base scrape against the underlying bedrock, wearing it away through abrasion. The abundance and size of sediment particles within the glacier influence the rate of abrasion and, consequently, the rate of erosion.
- basal temperature - warm based/cold based glaciers - the temperature at the base of the glacier significantly impacts its erosive power. Warm-based glaciers, with meltwater at the base, facilitate lubrication and basal sliding, enabling more efficient erosion. Cold-based glaciers, frozen to the bedrock, have minimal erosion as there's less movement and grinding.
- ice thickness - the thicker the glacier, the greater the pressure it exerts on the underlying bedrock. This increased pressure translates to more forceful grinding and plucking, accelerating erosion.
- Topography - the topographic features of the landscape, such as slope gradient and relief, influence the efficiency of glacial erosion. Steeper slopes and areas of high relief are more susceptible to erosion by glaciers due to increased gravitational forces and enhanced glacial flow velocities.

Credit other valid approaches. Responses in Band 3 should make clear reference to the link between the factors given and the **rate** of glacial erosion.

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Award the marks as follows:	
Band	**AO1 (8 marks)**
3	**6-8 marks** Well developed explanation that develops the link between two factors and the rate of glacial erosion. Demonstrates accurate knowledge and understanding using appropriate, and well-developed examples. Well-annotated sketches / diagrams / maps may also be used and should be credited.
2	**3-5 marks** Partial explanation that develops the link between two factors and the rate of glacial erosion. Well developed explanation that develops the link between **one** factor and the rate of glacial erosion. Mostly accurate knowledge and understanding using appropriate examples. Generalised sketches / diagrams / maps may also be used and should be credited.
1	**1-2 marks** Limited explanation of the link between factors and the rate of glacial erosion using limited examples. Basic sketches / diagrams / maps may also be used and should be credited.
	0 marks Response not creditworthy or not attempted.

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7. Examine the relative importance of ground ice in the development of **one or more** periglacial landforms.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			5			**15**

Indicative content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content encompasses knowledge and understanding of ground ice and its role in the formation of periglacial landform(s). The specification identifies a range of periglacial landforms and divides them into those that are formed by ground ice, weathering and mass movement and the action of water and wind (aeolian processes). The content will depend upon the landform(s) chosen and may include;

- **Frost Weathering and Frost Heaving -** ground ice contributes to frost weathering, the mechanical breakdown of rock due to the expansion of freezing water within pore spaces and fractures. This process is particularly pronounced in periglacial environments where freeze-thaw cycles are common. Frost heaving, the upward movement of the ground surface due to the formation of ice lenses within the soil, is also facilitated by ground ice. These processes lead to the formation of characteristic periglacial landforms such as frost polygons, ice wedges, patterned ground and screes.
- **Solifluction -** ground ice influences solifluction, the slow downslope movement of saturated soil or regolith. In periglacial regions, the presence of ground ice acts as a barrier to drainage, leading to the accumulation of water-saturated soil above impermeable ice-rich layers. This results in the development of solifluction lobes and terracettes.
- **Pingo Formation -** pingos are conical hills formed by the uplift of frozen ground due to the expansion of subsurface ice. Ground ice, particularly massive ice lenses or bodies within permafrost, plays a crucial role in the formation and growth of pingos. As the ice expands, it pushes up overlying sediments, forming characteristic dome-shaped or conical landforms.
- **Thermokarst Landscapes -** ground ice is also integral to the formation of thermokarst landscapes, which are characterized by irregular land surface topography resulting from the thawing of ice-rich permafrost. Thawing of ground ice within permafrost leads to the collapse and subsidence of the land surface, forming features such as thermokarst lakes, ponds, and depressions.
- **Patterned Ground -** ground ice influences the formation of patterned ground, which consists of distinctive geometric patterns of soil or rock fragments observed on the ground surface. These patterns, including polygons, circles, and stripes, result from the interaction between freeze-thaw processes and the presence of ground ice. Ice lenses and segregation ice contribute to the development and maintenance of patterned ground by influencing soil movement and sorting processes.
- Knowledge and understanding of other processes such as wind and associated loess deposits and plateau - glaciers produce a fine, powder-like material – sometimes called "glacial flour". During glacial periods, strong winds pick up this glacial flour, which is light and easily transported by the wind. Periglacial areas often experience strong, persistent winds and these strong winds transport the glacial flour. As the wind carries the glacial flour further away from the glacier, it eventually loses energy and can no longer hold the fine particles aloft. These particles then settle down, blanketing the landscape in a deposit of loess.

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AO2

AO2.1c content encompasses the application of knowledge and understanding to evaluate the importance of ground ice in the development of periglacial landform(s). Answers may conclude that ground ice has a major part or variable influence on the development of selected landform(s), but a conlcusion is not necessary in order to reach the top of Band 3. Content may vary according to landform(s) selected but may include an examination of;

- the relative importance of ground ice
- the relative importance of other periglacial processes
- changes over time
- changes over geographical space.

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Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (5 marks)**
Band	*Demonstrates knowledge and understanding of the importance of ground ice in the development of **one or more** periglacial landforms*	*Applies knowledge and understanding to appraise through an examination of the importance of ground ice in the development of **one or more** periglacial landforms*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding that is relevant to the question. Demonstrates detailed and accurate knowledge and understanding of the importance of ground ice in the development of **one or more** periglacial landforms. Demonstrates detailed and accurate knowledge and understanding using appropriate, accurate and well-developed examples. Well annotated sketches / diagrams may be used and should be credited.	**4-5 marks** Applies knowledge and understanding to construct well-developed examination that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent examination of the importance of ground ice in the development of **one or more** periglacial landforms.
2	**4-6 marks** Demonstrates partial knowledge and understanding that is relevant to the question. Demonstrates partial knowledge and understanding of the importance of ground ice in the development of **one or more** periglacial landforms. Demonstrates accurate knowledge and understanding using examples. Sketches / diagrams may be used and should be credited.	**2-3 marks** Applies knowledge and understanding to construct a partial examination that is supported by evidence. Applies knowledge and understanding to produce a partial examination of the importance of ground ice in the development of **one or more** periglacial landforms
1	**1-3 marks** Demonstrates limited knowledge and understanding that is relevant to the question. Demonstrates limited knowledge and understanding of the importance of ground ice in the development of **one or more** periglacial landforms. Demonstrates limited knowledge and understanding using limited examples. Basic sketches / diagrams may be used and should be credited.	**1 mark** Applies knowledge and understanding to construct a limited examination that is supported by evidence. Applies knowledge and understanding to produce a limited examination of the importance of ground ice in the development of **one or more** periglacial landforms.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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8. Assess the impacts of glacial processes and landscapes on human activity.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			5			**15**

Indicative content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1
AO1 content encompasses knowledge and understanding of the impacts of glacial processes and landscapes on human activity. Impacts could be economic, social, demographic or environmental. The content will depend upon the context chosen and may include;

Challenges
- **glacial lake outburst floods -** lakes dammed by glaciers can burst due to various reasons, releasing massive floods that can devastate downstream communities
- **permafrost degradation -** permafrost acts like a natural foundation for buildings, roads, and pipelines. As permafrost thaws, the ground becomes unstable, leading to subsidence, cracking, and warping. This can damage critical infrastructure, disrupting transportation networks, and causing costly repairs
- **avalanches -** can destroy buildings, damage infrastructure, and tragically, cause fatalities. This disrupts communities and livelihoods, impacting economies and requiring significant investment in rescue and rebuilding efforts.

Opportunities
- **production of U-shaped valleys** that are glacially eroded landforms which have advantages for transport as they provide natural routeways through upland areas and sites for reservoirs
- production of glacial deposits that can be used in **construction**
- **fertile landscapes -** glacial till, deposited rock and debris left behind by glaciers, can sometimes weather into fertile soils, suitable for agriculture in specific regions e.g. boulder clays of East Anglia
- **freshwater resources -** melting glaciers can be a valuable source of freshwater for irrigation and drinking water
- **hydropower potential -** the movement of water from melting glaciers can be harnessed for hydropower generation, providing a renewable energy source e.g. Dinorwig, Norway
- **tourism and recreation -** the beauty of glacial landscapes attracts tourists interested in sightseeing, skiing, mountaineering, and other recreational activities.

AO2
AO2.1c content encompasses the application of knowledge and understanding to assess the impacts of glacial processes and landscapes on human activity. A conclusion may be drawn in the context of the impacts of glacial processes and landscapes on human activity, but a conclusion is not necessary in order to reach the top end of Band 3. The content may vary but may include an assessment of;
- the relative importance of different glacial processes and landscapes
- the relative importance of economic, social demographic and environmental impacts
- temporal variations in the importance of impacts
- spatial variation in the importance of impacts.

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Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (5 marks)**
Band	*Demonstrates knowledge and understanding of the impacts of glacial processes and landscapes on human activity.*	*Applies knowledge and understanding to appraise through an assessment of the impacts of glacial processes and landscapes on human activity.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding that is relevant to the question. Demonstrates detailed and accurate knowledge and understanding of the impacts of glacial processes and landscapes on human activity. Demonstrates detailed and accurate knowledge and understanding using appropriate, accurate and well developed examples. Well annotated sketches / diagrams may be used and should be credited.	**4-5 marks** Applies knowledge and understanding to construct well-developed *assessment* that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent *assessment* of the impacts of glacial processes and landscapes on human activity.
2	**4-6 marks** Demonstrates partial knowledge and understanding that is relevant to the question. Demonstrates partial knowledge and understanding of the impacts of glacial processes and landscapes on human activity. Demonstrates partial knowledge and understanding using examples. Sketches / diagrams may be used and should be credited.	**2-3 marks** Applies knowledge and understanding to construct a partial*assessment*that is supported by some evidence. Applies knowledge and understanding to produce a partial *assessment* of the importance of the impacts of glacial processes and landscapes on human activity.
1	**1-3 marks** Demonstrates limited knowledge and understanding that is relevant to the question. Demonstrates limited knowledge and understanding of the impacts of glacial processes and landscapes on human activity. Demonstrates limited knowledge and understanding using limited examples. Basic sketches / diagrams may be used and should be credited.	**1 mark** Applies knowledge and understanding to construct a limited *assessment*. Applies knowledge and understanding to produce a limited *assessment* of the importance of the impacts of glacial processes and landscapes on human activity.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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Section B: Changing Places

9. (a) Use **Figure 5** to describe the pattern of employment in scientific research and development.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Overview statements may include:

- uneven distribution
- highest LQ in zone from Thames Valley to East Anglia/linear corridor to north of London – above twice the average concentration
- western areas have low concentrations – less than the average concentration
- midlands and NW have low concentrations
- most areas below LQ of 1.

Specific statements may include:

- West London LQ 1.0 to < 2.0
- NE England and Eastern Scotland are LQ 1.0 to < 2.0
- Wales and SW England LQ 0.0 to < 1.0
- Manchester area above concentration for GB (LQ 1.0 to < 2.0).

Credit other valid approaches.

Marking guidance

In order to award the full 5 marks, look for precise reference to the location of the highest location quotients.

Award the marks as follows:	
Band	**AO3 (5 marks)**
3	**4-5 marks** Well-developed description of distribution of pattern of employment in scientific research and development. Wide use of the resource to support the description.
2	**2-3 marks** Partial description of distribution of pattern of employment in scientific research and development. Partial use of the resource to support the description.
1	**1 mark** Limited statements with no use of the resource.
	0 marks Response not creditworthy or not attempted.

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9. (b) Outline the demographic and cultural characteristics of **two** contrasting places.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	8						**8**

Indicative content

This question is based on Focus point 1.3.1 of the specification where the demographic and cultural characteristics of the home place and at least one further contrasting place are taught. Looking for reference to two contrasting places which may or may not include the home place. There may be a number of demographic and cultural characteristics outlined and the outline may refer to similarities as well as differences depending on the two places chosen.

Possible approaches to demographic characteristics (population size and/or structure) may include;

- age: This refers to the distribution of people by age groups
- gender: This refers to the proportion of males and females in a population
- race and ethnicity: This refers to the self-identified race or ethnic group of a person.
- marital status: This refers to a person's marital status, such as married, single, divorced, or widowed
- migration: Impacts of in - and out - migration on the population structure/size
- education level: This refers to the highest level of education a person has attained
- housing tenure: This refers to whether a person owns or rents their home.

Possible approaches to cultural characteristics may include;

- reference to language referencing the history, ethnicities, and past interactions of a place e.g. places that communicate in specific languages such as Welsh
- reference to religion e.g. religious beliefs and practices that play a significant role in shaping cultural norms and values of places. This can be from festivals and celebrations to everyday customs in places that follow particular religious faiths e.g. Sandy Row Belfast
- reference to food e.g. food traditions and culinary practices are an essential aspect of cultural identity, reflecting local ingredients, cooking techniques, flavors, and culinary heritage. Food plays a central role in social gatherings, rituals, celebrations eg Golden Mile, Leicester
- reference to ethnicity e.g. the ethnic makeup of a place refers to the different ethnic groups residing there and their ancestral backgrounds. This can be a single dominant ethnicity or a diverse mix, influencing everything from language to customs e.g. Hispanic neighbourhood of New York
- reference to levels of segregation e.g. places can have diverse populations and cultural backgrounds which exhibit rich cultural variation that incorporate elements from multiple ethnicities, religions, languages, and traditions eg the London borough of Newham or Slough. Some places are distinguished by a narrow range of populations eg St Davids in Pembrokeshire, Allerdale in Cumbria
- reference to dress and appearance e.g. Ethnic groups may have their own unique styles of clothing that reflect their heritage and traditions, such as the Orthodox Jewish Community in Stamford Hill, London
- reference to sexuality e.g. Selly Oak, Birmingham or Brighton and Hove are known for their vibrant LGBTQ+ communities
- reference to music
- reference to architecture e.g. architectural styles, urban design, landmarks, monuments, and historical buildings contribute to the visual identity and character of a place
- reference to art e.g. artistic expressions, including visual arts, performing arts, music, dance, literature, theatre, cinema, and crafts, reflect the cultural values of a place
- reference to sport e.g. some places are distinguished by their links to specific teams e.g. Hammersmith and Fulham support Fulham FC.

Credit other valid approaches including identification of negative impacts where appropriate.

Marking guidance

Responses that are significantly imbalanced in terms of demographic/cultural are unlikely to reach the top end of Band 3. Do not credit discussion of economic characteristics. Responses may refer to given examples both within and beyond the UK.

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Award the marks as follows:	
Band	**AO1 (8 marks)**
3	**6-8 marks** Well-developed outline of the demographic and cultural characteristics of **two** contrasting places. Demonstrates accurate knowledge and understanding using appropriate, and well-developed examples. Well-annotated sketches / diagrams / maps may also be used and should be credited.
2	**3-5 marks** Partial outline of demographic and cultural characteristics of **two** contrasting places. Mostly accurate knowledge and understanding using appropriate, and partially developed examples. Well-developed outline of **one** area or **one** characteristic. Generalised sketches / diagrams / maps may also be used and should be credited.
1	**1-2 marks** Limited outline of the demographic and cultural characteristics of **two** contrasting places. Limited knowledge and understanding using limited examples. Basic sketches / diagrams / maps may also be used and should be credited. Maximum if no reference to actual places
	0 marks Response not creditworthy or not attempted.

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10. (a) Use **Figure 6** to analyse the economic impacts of nightlife in New York City.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Overview statements may include:

- Food services have the biggest economic impact
- Sports and Recreation has the lowest economic impact
- Manhattan is the most important borough for jobs
- Brooklyn is growing fastest in terms of growth of jobs.

Specific statements may include:

- Entertainment Venues and Arts have similar number of jobs but Arts have bigger economic output
- Manhattan and Staten Island have same rate of growth for jobs (4%)
- Bronx and Queens have same rate of growth for jobs (7%).

Credit other valid approaches.

Award the marks as follows:	
Band	**AO3 (5 marks)**
3	**4-5 marks** Well-developed analysis (addressing both Figures) of the economic impacts of nightlife. Wide use of the resource (including data) to support the analysis of the economic impacts of nightlife.
2	**2-3 marks** Partial analysis of the economic impacts of nightlife. Partial use of the resource to support the analysis of the economic impacts of nightlife.
1	**1 mark** Limited statements with no analysis of the resource.
	0 marks Response not creditworthy or not attempted.

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10. (b) Suggest ways in which commercial and entertainment expansion creates challenges in central urban places.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
		8					**8**

Indicative content

Candidates will interpret central urban places in a variety of spatial contexts, e.g. CBD, inner city, gentrified areas close to central urban areas. The scale context of the urban area should be considered when crediting exemplar material. Answers should focus on commercial and entertainment growth and challenges.

Possible approaches may include:

- noise pollution associtaed with bars and clubs disrupts the life of people living nearby
- anti-social behaviour - excessive alcohol consumption leads aggression, violence, vandalism and public disturbance
- crime and drugs - entertainment venues may attract recreational drug use leading to anti social behavior. Can give a sense of unease and impact on the overall appeal
- traffic problems - concentration of entertainment venues attracts crowds leading to traffic and parking problems. This can be frustrating for residents and visitors alike, hindering accessibility.
- cleanliness of central areas - widespread use of entertainment venues can lead to litter from food and drink outlets
- social exclusion amd marginalisation e.g. entertainment venues may attract diverse crowds but they can also contribute to social exclusion and marginalisation, particularly for vulnerable populations such as homeless individuals, youth, and ethnic minorities. These groups may face discrimination and harassment
- increased rents for residents if new services help drive gentrification.

Credit other valid approaches including the impact of commercial and entertainment expansion elsewhere impacting central urban areas e.g. suburban development/expansion of sector negatively impacting central areas. Responses in Band 3 should cover **two or more** explicit challenges.

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Award the marks as follows:	
Band	**AO2.1a (8 marks)**
3	**6-8 marks** Well-developed outline of **two or more** challenges to central urban places from commercial and entertainment expansion. Demonstrates accurate knowledge and understanding using appropriate, and well-developed examples. Well-annotated sketches / diagrams / maps may also be used and should be credited.
2	**3-5 marks** Partial outline of challenges or detailed outline of **one** challenge to central urban places from commercial and entertainment expansion. Mostly accurate knowledge and understanding using appropriate, and partially developed examples. Generalised sketches / diagrams / maps may also be used and should be credited.
1	**1-2 marks** Limited outline of challenges to central urban places from commercial and entertainment expansion. Limited knowledge and understanding using limited examples. Basic sketches / diagrams / maps may also be used and should be credited.
	0 marks Response not creditworthy or not attempted.

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11. Assess the importance of globalisation in the decline of secondary industries in urban areas.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			5			**15**

Indicative content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content encompasses knowledge and understanding of the factors and forces that influence the economic restructuring of places and the role of globalisation in the decline of secondary industries.These can be seen as factors that are internal or external to the place. The content will depend upon human activity chosen and may include:

- knowledge and understanding of globalisation and how it has influenced the decline of secondary industries. The processes and impacts of offshoring and outsourcing of manufacturing, international devision of labour have led to a number of impacts e.g.
  - (i) lower production costs due to lower labour costs, lower environmental legeslation and government incentives
  - (ii) reduction of tariff barriers and trade barriers making importation cheaper
  - (iii) specialisation of countries to give them comparative advantage
  - (iv) trade agreements expose domestic industry to greater competition
  - (v) accelerated technical advancement – increased automation, robotics and digitisation leading to less labour requirements and a decline in secondary industry.
- knowledge and understanding of the structural changes that influence economic activity in places – growth of service economy
- knowledge and understanding of the role played by government strategies – changing support given to manufacturing, neoliberal policies, failure to produce a skilled workforce, limited infrastructure development
- knowledge and understanding of changing technologies
- knowledge and understanding of other factors e.g. rising cost of urban areas, shift in consumer preferences to services rather than manufactured goods
- a geographical context.

AO2

AO2.1c content encompasses the application of knowledge and understanding to discuss the importance of globalisation in the decline of secondary industries in urban areas. A conclusion may be drawn as to the importance of globalisation in the decline of secondary industries in urban areas. but a conclusion is not necessary in order to reach the top of Band 3. The content may vary but may include an assessment of:

- the relative importance of globalisation
- the relative importance of internal and external factors
- the relative importance of other factors
- changing importance of globalisation over time
- spatial differences in importance of globalisation.

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Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (5 marks)**
Band	*Demonstrates knowledge and understanding the role of globalisation in the decline of secondary industries in urban areas.*	*Applies knowledge and understanding to examine the importance of globalisation in the decline of secondary industries in urban areas.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding that is relevant to the question. Demonstrates detailed and accurate knowledge and understanding of the role of globalisation in the decline of secondary industries in urban areas. Demonstrates detailed and accurate knowledge and understanding using appropriate, accurate and well-developed examples. Well annotated sketches / diagrams may be used and should be credited.	**4-5 marks** Applies knowledge and understanding to construct well-developed examination that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent examination of the importance of globalisation in the decline of secondary industries in urban areas.
2	**4-6 marks** Demonstrates partial knowledge and understanding that is relevant to the question. Demonstrates partial knowledge and understanding of the importance of the role of globalisation in the decline of secondary industries in urban areas. Demonstrates partial knowledge and understanding using examples. Sketches / diagrams may be used and should be credited.	**2-3 marks** Applies knowledge and understanding to construct a partial examination that is supported by evidence. Applies knowledge and understanding to produce a partial examination of the importance of globalisation in the decline of secondary industries in urban areas.
1	**1-3 marks** Demonstrates limited knowledge and understanding that is relevant to the question. Demonstrates limited knowledge and understanding of the importance of the role of globalisation in the decline of secondary industries in urban areas. Demonstrates limited knowledge and understanding using limited examples Basic sketches / diagrams may be used and should be credited.	**1 mark** Applies knowledge and understanding to construct a limited examination that is supported by evidence. Applies knowledge and understanding to produce a limited examination of the importance of globalisation in the decline of secondary industries in urban areas.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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12. Examine the ongoing challenges of managing change in rural places.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	10			5			**15**

Indicative content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

AO1 content encompasses knowledge and understanding of the ongoing challenges of management in rural places. The content will depend upon the challenges and locations chosen and may include;

- knowledge and understanding of rural change and inequality which may refer to issues of:
  (i) employment – reliance on primary industry and tourism, lack of skills in emerging industries, challenges of attracting new business
  (ii) flows of people – ageing populations and out-migration
  (iii) housing – shortage of affordable housing and impact on local workforce and young families, problems of second homes and holiday lets
  (iv) transport – limited public transport, car dependence, poor quality roads, social and economic impacts such as social interaction, access to healthcare and business inability to attract and retain workers
  (v) service provision – limited range of health services, shops and leisure facilities, long distance to services, limited broadband access with slower and unreliable connectivity.

- knowledge and understanding of the challenges to rural areas where regeneration/rebranding has not been wholly successful:
  (i) economic issues and employment,
  (ii) social issues such as housing for younger generation,
  (iii) conflicts associated with regeneration such as top down approaches and lack of community engagement,
  (iv) funding gaps in rural areas – small tax base and limited resources for regeneration projects
  (v) out-migration and skills gaps – decline in young population and shrinking workforce
  (vi) balancing development and sustainability – conflict between economic development and the environment.

- knowledge and understanding of challenges associated with change:
  (i) counterurbanisation – drives up house prices, strains on infrastructure, loss of community identity, loss of rural character
  (ii) second homes – empty properties, reduced availability and price increases, impacts on local business and community services.

AO2

AO2.1c content encompasses the application of knowledge and understanding to examine the ongoing challenges of management in rural places. A conclusion may be drawn in the context of relative challenges, but a conclusion is not necessary in order to reach the top of Band 3. The content may vary but may include an examination of;

- the relative importance of the various ongoing challenges
- the relative importance of the challenges generated by regeneration/rebranding
- the importance of temporal changes in challenges
- the importance of different challenges in different locations.

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Award the marks as follows:		
	AO1 (10 marks)	**AO2.1c (5 marks)**
Band	*Demonstrates knowledge and understanding of the on-going challenges of management in rural places.*	*Applies knowledge and understanding to appraise through an examination of the on-going challenges of management in rural places.*
3	**7-10 marks** Demonstrates detailed and accurate knowledge and understanding that is relevant to the question. Demonstrates detailed and accurate knowledge and understanding of the on-going challenges of management in rural places. Demonstrates detailed and accurate knowledge and understanding using appropriate, accurate and well-developed examples. Well annotated sketches / diagrams may be used and should be credited.	**4-5 marks** Applies knowledge and understanding to construct well-developed examination that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent examination of the on-going challenges of management in rural places.
2	**4-6 marks** Demonstrates partial knowledge and understanding that is relevant to the question. Demonstrates partial knowledge and understanding of the on-going challenges of management in rural places. Demonstrates partial knowledge and understanding using examples Sketches / diagrams may be used and should be credited.	**2-3 marks** Applies knowledge and understanding to construct a partial examination that is supported by evidence. Applies knowledge and understanding to produce a partial examination of the on-going challenges of management in rural places.
	1-3 marks Demonstrates limited knowledge and understanding that is relevant to the question. Demonstrates limited knowledge and understanding of the on-going challenges of management in rural places. Demonstrates limited knowledge and understanding using limited examples Basic sketches / diagrams may be used and should be credited.	**1 mark** Applies knowledge and understanding to construct a limited examination that is supported by evidence. Applies knowledge and understanding to produce a limited examination of the on-going challenges of management in rural places.
	0 marks Response not creditworthy or attempted.	**0 marks** Response not creditworthy or attempted.

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