

Surname	Centre Number	Candidate Number
First name(s)		2



GCE AS/A LEVEL

2110U20-1



Z22-2110U20-1

FRIDAY, 27 MAY 2022 – MORNING

GEOGRAPHY – AS unit 2 CHANGING PLACES

1 hour 30 minutes

ADDITIONAL MATERIALS

A calculator.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions in Section A and Section B.

Write your answers in the spaces provided in this booklet.

If further space is required you should use the additional page(s) at the back of this booklet. The question number(s) should be clearly shown.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part-question; you are advised to divide your time accordingly.

This paper requires that you make as full use as possible of appropriate examples and reference to data to support your answers. Sketch maps and diagrams should be included where relevant.

A plain page is available near the back of the booklet for you to add any relevant sketch maps and diagrams you may wish to include. The question number(s) should be clearly shown.

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	17	
2.	15	
3.	14	
4.	9	
5.	9	
Total	64	

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Section A: Changing Places

Answer **all** questions.

Make the fullest possible use of examples and data to support your answers.

Figure 1a: 1:50000 Ordnance Survey map, 2020

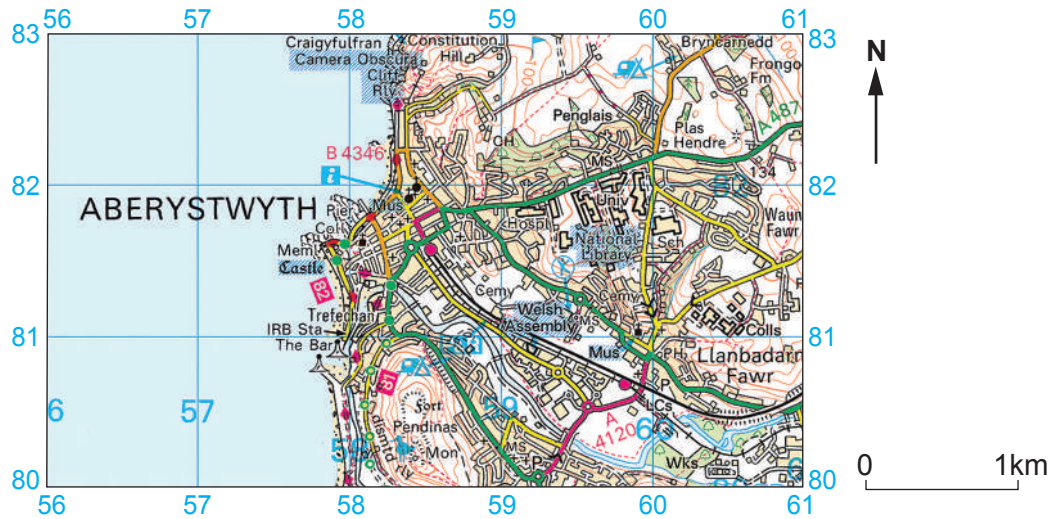


Figure 1b: Aberystwyth as represented by a 1950s railway poster



Source: www.gwra.co.uk/posters



1. (a) (i) Use **Figures 1a** and **1b** to compare the two representations of Aberystwyth. [5]

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- (ii) Suggest **two** reasons for differences in people's attachment to a place such as Aberystwyth. [4]

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- (b) Examine the view that the positive social changes associated with gentrification outweigh the negative social changes.

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Figure 2: Welsh Index of Multiple Deprivation (WIMD) indicators for one selected Lower Super Output Area (LSOA) and Wales, 2019

The WIMD is the Welsh Government's official measure of relative deprivation. The data is reported for small areas in Wales known as Lower Super Output Areas (LSOAs).

Selected indicator of deprivation from the WIMD	LSOA	Wales
Income People in income deprivation (%)	40	16
Employment Working age people in employment deprivation (%)	26	10
Health GP-recorded chronic condition (rate per 100 people)	21.3	14.3
Education Adults aged 25–64 with no qualifications (%)	36.9	19.4
Access to Services Unavailability of broadband at 30Mb/s (%)	0	6.9
Housing People in overcrowded households (%)	10.6	5.5
Community safety Criminal damage offences (rate per 100 people)	2.9	1.1

Source: <https://statswales.gov.wales/>



2. (a) (i) Use **Figure 2** to compare levels of deprivation in the selected LSOA with Wales.

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- (ii) Suggest **one** limitation of the information shown in **Figure 2** in a study of deprivation.

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- (b) Examine the locational factors that encourage the growth of clusters of quaternary industry.

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Section B: Fieldwork Investigation in Physical and Human Geography

Answer **all** questions.

In your answers to Section B you should include evidence from your geography fieldwork investigation(s) where appropriate.

For their fieldwork investigation students chose to study the impact of trampling by walkers within a National Park in Wales. The students carried out a field survey of several sections along a footpath. They measured several characteristics of the footpath and the associated vegetation. The data collected for one site are shown in **Figure 3** below.

Figure 3: Results of data collected at one site

Sample point across one section of footpath	Distance of each sample point from one side of the path (cm)	Depth of path from surface (cm)	Percentage of bare earth (%)	Average height of vegetation (cm)	Number of vegetation species
1	0	0	5	25	7
2	50	8	17	19	4
3	100	10	63	4	2
4	150	16	100	0	0
5	200	13	84	2	1
6	250	0	32	6	3



3. (a) (i) Identify **two** potential risks facing the students during this fieldwork investigation. [2]

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- (ii) For **one** of the risks identified in 3(a)(i) above, state how it could be reduced. [1]

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- (iii) Describe **one** suitable graphical technique that could be used to present the data on distance across the footpath and the depth of the path in **Figure 3**. [3]

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- (b) Evaluate **one** other source of primary data and **one** source of secondary data that the students could use to investigate the impact of human activity on landforms within a National Park environment. [8]

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Question number	Additional page, if required for diagrams. Write the question number(s) in the left-hand margin.

Examiner
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