



**GCE**

**Geography**

Unit **F764**: Geographical Skills

Advanced GCE

**Mark Scheme for June 2015**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.












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Annotations used in the detailed Mark Scheme

Annotation	Meaning of annotation
<b>BP</b>	Blank page – use on pages with no writing from candidate
	Omission mark. Further development needed, missing point or link between points.
	Level one – to be used on the 10 mark part of Section A questions and essays only.
	Level two – to be used on the 10 mark part of Section A questions and essays only.
	Level three – to be used on the 10 mark part of Section A questions and essays only.
	Unclear, inaccurate, dubious validity.
	Irrelevant, a significant amount of material that does not answer the question
<b>EVAL</b>	To be used where evaluation can be credited
	Rubric Error (place at start of Question or material not being counted )
	Identifying an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Point has been seen and noted
	Use highlighter to draw attention to work that is particularly creditworthy.

Examiners **must** include annotations on each response in Section A questions.

In Section B, each page of writing **must** have some annotation.

Blank pages should have BP added.

Here are the subject specific instructions for this question paper

Please highlight factors in Q4 and limitations in Q5.

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Question		Answer/Indicative Content	Marks	Guidance	
1	a	<p><b>Study Fig. 1, an OS map extract of an area in which it is proposed to carry out an A level river investigation.</b></p>		<b>Content</b>	<b>Levels of response</b>
	i	<p><b>Using map evidence, suggest the issues this area presents for such an investigation.</b></p> <p>Issues could include:</p> <p>General points about the river</p> <ul style="list-style-type: none"> <li>• Size (length, depth/width) of river</li> <li>• Access</li> <li>• Safety</li> <li>• Time needed</li> <li>• Its representativeness</li> </ul> <p>Specific to this area</p> <ul style="list-style-type: none"> <li>• Impact of sewage works 653645</li> <li>• Role of springs 653656</li> <li>• Hydraulic Rams (?) 6565</li> <li>• Role of bridges/weirs</li> <li>• River undercuts step slopes</li> <li>• Width of road - access</li> </ul> <p>Map evidence can be GRs, place names, distances, directions, specific features.</p>	5	<p>Issues do not have to be problems but candidates could still gain a L2 with such an approach.</p> <p>Variety means not repeating the same issue several times.</p> <p>A single issue (however well done) remains in L1.</p>	<p><b>Level 2 (4–5 marks)</b> Candidates suggest two or more issues. Variety of issues should be clear at this level. Clear reference made to map.</p> <p><b>Level 1 (0–3 marks)</b> Candidates suggest one or more limited issues. Limited reference to types of issues. Limited, if any, reference made to map.</p>

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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	ii	<p><b>Assess the factors that should be considered when selecting an appropriate sampling strategy for this river investigation</b></p> <p>There is a wide range of choices of factors which could include:</p> <ul style="list-style-type: none"> <li>- Type of investigation</li> <li>- Purpose of sampling</li> <li>- Type of area</li> <li>- Time and resources e.g. equipment available</li> <li>- Size of total team</li> <li>- Accessibility</li> <li>- Need to use follow up with statistical tests</li> <li>- Length of river</li> <li>- Bias</li> </ul> <p>Focus is on the selection rather than the description of the sampling strategy.</p>	10	<p>L3 probably distinguished from L2 on range and depth of the examination of the relative role of the factors.</p> <p>At L2 &amp; 3 some mention of the types of sampling strategy available is expected.</p> <p>Max L2 if not related specifically to this river investigation.</p>	<p><b>Level 3: [8-10 marks]</b> Candidates clearly assess a range of relevant factors supporting this with some exemplification. Clear link to this river investigation. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p><b>Level 2: [5-7 marks]</b> Candidates describe a range of relevant factors and may support this with some exemplification. There may be a link to this river investigation. There is some limited attempt at assessment. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p><b>Level 1: [0-4 marks]</b> Candidates offer limited description of factors with little, if any, assessment of them. Answer has little structure and has some errors</p>

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Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	b	<p><b>Evaluate the use of ICT in the presentation of data.</b></p> <p>Many see ICT as the panacea to creating maps, diagrams and graphs as:</p> <ul style="list-style-type: none"> <li>• Quick and easy</li> <li>• Neat</li> <li>• Use of colours</li> <li>• Can alter scales sizes</li> <li>• Can locate on maps etc (GIS)</li> <li>• Accurate</li> </ul> <p>But candidates should recognise its limitations such as:</p> <ul style="list-style-type: none"> <li>• It will often decide class intervals scales etc</li> <li>• It may follow different rules e.g. pie charts don't start at 12</li> <li>• Colour choice may be inappropriate</li> <li>• It encourages over elaborate diagrams e.g. 3 D pie charts</li> </ul> <p>Clearly some of the disadvantages can be overcome or they depend on the ICT package (a creditworthy observation).</p>	5	<p>Evaluation covers both positive and negative aspects but do not expect a balance and a one sided evaluation can get into L2.</p> <p>If no link to presentation of data then no credit.</p>	<p><b>Level 2: [4-5 marks]</b> Candidates evaluate in detail the use of ICT with a clear link to the presentation of data.</p> <p><b>Level 1: [0-3 marks]</b> Candidates give a limited or superficial evaluation of ICT with a limited link to the presentation of data.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	a	<p><b>Study Fig. 2, a map used in an investigation into regional inequalities.</b></p> <p><b>Assess the effectiveness of this map.</b></p> <p>This map is as seen on the internet. Candidates will probably identify its limitations such as:</p> <ul style="list-style-type: none"> <li>• Too many divisions</li> <li>• No explanation of key</li> <li>• Key is upside down compared to normal convention</li> <li>• Title is unclear</li> <li>• Uneven divisions in key</li> <li>• Density scale is wrong</li> <li>• Blues tend to merge</li> <li>• Why variety of those colours</li> <li>• Can't see individual countries</li> <li>• Issues over projection used</li> <li>• Odd regional boundaries</li> </ul> <p>There are some positives such as:</p> <ul style="list-style-type: none"> <li>• Clear contrast is shown</li> <li>• Quick visual impression</li> <li>• Broad regions are grouped rather than follow national boundaries</li> </ul> <p>Comments such as: lacks a scale, no north are low level type responses.</p>		<p>Candidates offering both detailed positive and negative assessments are likely to be top of L2.</p>	<p><b>Level 2: [4-5 marks]</b> Candidates evaluate in detail the effectiveness of the map with a clear link to aspects of the map.</p> <p><b>Level 1: [0-3 marks]</b> Candidates give a limited or superficial evaluation of the map with limited link to aspects of the map.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
2	a	ii	<p><b>Describe and justify an alternative way of representing spatial patterns of data at the global scale.</b></p> <p>This is about ways of showing areal data on a world scale.</p> <p>There is a wide range of choices of ways using maps:</p> <ul style="list-style-type: none"> <li>• Dot maps</li> <li>• Located symbols e.g. bars</li> <li>• Located proportional symbols e.g. spheres</li> <li>• Isopleths</li> <li>• Flow lines</li> </ul> <p>An alternative is to show the data without a map e.g. bar chart</p> <p>Description of the method is required and this may take the form of a diagram.</p> <p>Some may suggest an alternative way of presenting a choropleth map but they would need to justify why it is a more effective choropleth map than Fig. 2..</p> <p>Justification is the key to the top level and should focus on the ways that the chosen technique is better at showing such data.</p>	10	<p>Credit attempts to show drawings of techniques – it counts as description.</p> <p>L3 probably distinguished from L2 on range and depth of the justification – i.e. why it is effective.</p>	<p><b>Level 3: [8-10 marks]</b></p> <p>Candidates clearly describe and justify an appropriate alternative way of showing spatial patterns. There is clear linkage to the data at the global scale. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p><b>Level 2: [5-7 marks]</b></p> <p>Candidates describe and offer some justification although the two aspects are likely to be unbalanced at this level. There should be some linkage to data at the global scale. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p><b>Level 1: [0-4 marks]</b></p> <p>Much may be descriptive with little, if any, justification. Much will be superficial with little, if any, linkage to the global scale. Answer has little structure and has some errors in grammar and spelling. Little use of geographical terminology.</p>



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2	b	<p><b>Evaluate the usefulness of the internet as a source of data for investigations.</b></p> <p>This is a question looking at the use of the most common form of secondary data – the internet.</p> <p>Low level answers may go no further than the generic points such as:</p> <ul style="list-style-type: none"> <li>• Accurate as larger sample</li> <li>• May include things we cannot research</li> <li>• May be dated</li> <li>• Too much data available</li> <li>• May be biased or incorrect</li> <li>• May be a different context, location or area</li> <li>• No idea what method(s) were used to collect data</li> </ul> <p>Candidates who appreciate the specific internet benefits e.g. worldwide, instant, current, free and the limitations e.g. deliberate bias, opinionated, spam are probably a high level response.</p>	5	<p>Candidates with both detailed positive and negative evaluations are likely to be top of L2.</p> <p>Exemplification (which could take the form of their own investigation) may be an indicator of a L2 response if used to support the points made.</p>	<p><b>Level 2: [4-5 marks]</b> Candidates evaluate in detail the usefulness of the internet with a clear link to its role as a source of data.</p> <p><b>Level 1: [0-3 marks]</b> Candidates give a limited or superficial evaluation of the usefulness internet with a limited link to its role as a source of data.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	a	<p><b>Study Fig. 3, which shows population data for an area sampled in an A level investigation.</b></p> <p><b>Suggest why the questionnaire data may not be representative.</b></p> <p>This question is reminding candidates that questionnaires are rarely an accurate reflection of the local population as:</p> <ul style="list-style-type: none"> <li>• Some age groups are reluctant to answer questionnaires e.g. due to the time they take, suspicious</li> <li>• Questionnaires will sample people coming in from other areas</li> <li>• Not all age groups are available all the time (they work)</li> <li>• Time difference between the two sets of data</li> <li>• Depends where you take your sample in the area</li> <li>• Sampling issues e.g. size, method</li> <li>• Some are all too eager to answer questionnaires</li> </ul>	5	<p>One well developed suggestion may be top of L2 if good reference to resource.</p> <p>Purely generic answers not referring to 'the questionnaire data' max top L1.</p>	<p><b>Level 2: [4-5 marks]</b> Candidates suggest in detail why the questionnaire data is not representative of the wider population with a clear link to the data.</p> <p><b>Level 1: [0-3 marks]</b> Candidates give a limited or superficial reasons why the two populations differ with a limited link to the data.</p>

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3	b	<p><b>Assess the factors that should be considered when selecting a statistical method to analyse data in an investigation.</b></p> <p>There is a wide range of choices of factors which could include:</p> <ul style="list-style-type: none"> <li>- Type of data e.g. percentage, rank</li> <li>- Qualitative v Quantitative data</li> <li>- Nature of the investigation e.g. comparison of X &amp; Y</li> <li>- Scale/interval/range of data</li> <li>- Size of data</li> <li>- Use of ICT</li> <li>- Complexity</li> <li>- What are you trying to find e.g. central tendency or correlation</li> <li>- Level of accuracy needed</li> </ul> <p>Candidates may be more generic and look at aspects of time, impact, cost, availability of ICT etc.</p> <p>The 'assess' part expects some type of evaluation of the relative importance of the factors chosen.</p>	10	<p>L3 probably distinguished from L2 on range and depth of the examination of the relative role of the factors.</p> <p>At L2 &amp; 3 some mention of the types or methods of analysis available to analyse data in an investigation is expected.</p>	<p><b>Level 3: [8-10 marks]</b> Candidates clearly assess a range of relevant factors supporting this with some exemplification. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p><b>Level 2: [5-7 marks]</b> Candidates assess a limited range of relevant factors and may support this with limited exemplification. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p><b>Level 1: [0-4 marks]</b> Candidates offer limited description of factors with little, if any, assessment of them. Answer has little structure and has some errors</p>

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3	c	<p><b>Evaluate the use of colour in data presentation.</b></p> <p>Many see the use of colour as an important aspect of any map or diagram. Benefits include:</p> <ul style="list-style-type: none"> <li>• Visually exciting – gets attention</li> <li>• Can highlight aspects or show contrasts</li> <li>• Ideal to show positive and negative e.g. hot v cold</li> <li>• Enables you to show multiple variables e.g. coloured dots</li> <li>• Easier identification of patterns or trends</li> </ul> <p>But colour can cause problems including:</p> <ul style="list-style-type: none"> <li>• Some colours over-represent e.g. red</li> <li>• Colours may carry meanings e.g. blue for water</li> <li>• Shades may be difficult to tell apart</li> <li>• Colour blindness</li> </ul>	5	Candidates with both detailed positive and negative evaluations are likely to be top of L2.	<p><b>Level 2: [4-5 marks]</b> Candidates evaluate in detail the uses of colour in the presentation of data.</p> <p><b>Level 1: [0-3 marks]</b> Candidates give a limited or superficial evaluation of the uses of colour in the presentation of data.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4		<p><b>Assess the relative importance of the factors you considered when designing the title of your investigation.</b></p> <p>Most candidates will have considered a range of factors when designing their title such as:</p> <ul style="list-style-type: none"> <li>• Title needs to be in a format such as a question or hypothesis</li> <li>• The topic of interest</li> <li>• Use of an under pinning geographical concept or model</li> <li>• Location – where they are going to carry out the investigation</li> <li>• Time available</li> <li>• Scale, size and location of area</li> <li>• Previous research – by school or other agencies</li> <li>• Practicality – given the time, resources and personnel</li> <li>• Clarity and simplicity</li> <li>• Advice from staff/experts</li> <li>• Availability of data (secondary?)</li> </ul> <p>Others may relate their titles to the SMART acronym :</p> <p>Specific, Measurable, Achievable, Realistic, Timed.</p> <p>Some may confuse their title with</p>	20	<p>L3 probably distinguished from L2 on range and depth of the examination of the relative importance of the factors.</p> <p>L2 may be weaker in either the range/detail of factors or their relative importance.</p> <p>A lack of focus on the specific title is typical of L2.</p> <p>No clear reference to title of their investigation then max L1.</p> <p>A generic response to an investigation max L1.</p>	<p><b>Level 3: [16-20 marks]</b> Candidates assess in detail the relative importance of a range of factors that they considered when designing a title for their named investigation. Strong focus on their investigation. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p><b>Level 2: [10-15 marks]</b> Candidates offer a limited assessment of the importance of a range of factors that they considered when designing a title for their named investigation. Clear focus on their investigation. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p><b>Level 1: [0-9 marks]</b> Candidates offer little, if any, assessment of the importance of limited range of factors that they considered when designing a title for their named investigation. Limited, if any, focus on their investigation. No real cause and effect and much is descriptive. Answer has little structure and has some errors in</p>

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			<p>hypotheses but for some it will be the same (this may even be seen as a factor).</p> <p>The assess part expects some type of evaluation of the relative importance of the factors chosen.</p> <p>If no titled investigation stated then max level 1. If little connection between their title and the strategy (i.e. largely generic) then max low level 2. Credit detailed evidence of an individual investigation.</p>			<p>grammar and spelling. Little use of geographical terminology.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5		<p><b>To what extent do you agree that the most important limitation in carrying out your investigation was the need to rely on other people?</b></p> <p>Most candidates will have involved 'other people' in their investigation as:</p> <ul style="list-style-type: none"> <li>• Co-workers/colleagues</li> <li>• Sources of data – both primary and secondary (experts)</li> <li>• Sub-contractors for various tasks or stages of the investigation</li> <li>• Random elements or causation factors in activities/patterns</li> <li>• The topic they are investigating</li> </ul> <p>These may have proved a help or a hindrance, carrying out a variety of activities, in the achievement of a successful investigation and this needs to be described and assessed as to its relative significance.</p> <p>The assess part expects some type of evaluation of the relative importance of the factor of personnel. The chief problem tends to be that people never seem to do the expected – they often add a random element into any investigation.</p> <p>The assessment of relative importance does allow those who carried out</p>	20	<p>L3 probably distinguished from L2 on range and depth of the examination of the relative importance of this factor compared to other factors.</p> <p>Some recognition that other limitations play a part in the success of an investigation are expected in L2.</p> <p>L1 may go no further than criticising (or otherwise) the work of co-workers.</p>	<p><b>Level 3: [16-20 marks]</b> Candidates assess in detail the relative importance of relying on other people and the relative importance of other limitations in their named investigation. Strong focus on their investigation. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p><b>Level 2: [10-15 marks]</b> Candidates assess the importance of relying on other people in their named investigation against other limitations or that people can be a positive. Clear focus on their investigation. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p><b>Level 1: [0-9 marks]</b> Candidates offer little, if any, assessment of the relying on other people in their named investigation. Little, or no, reference to other limitations. No real cause and effect and much is descriptive. Limited, if any, focus on their investigation. Answer has little structure and has some errors in grammar and</p>

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Question			Answer/Indicative Content	Marks	Guidance	
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			<p>individual investigations with little 'other people' input to achieve full marks as long as they explain why they didn't involve others.</p> <p>If no titled investigation stated then max level 1. If little connection between their title and the strategy (i.e. largely generic) then max low level 2. Credit detailed evidence of an individual investigation.</p> <p>No credit for potential solutions to limitations.</p>			<p>spelling. Little use of geographical terminology.</p>



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