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# **GCE AS MARKING SCHEME**

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**SUMMER 2017**

**AS (NEW)  
GEOGRAPHY - COMPONENT 2  
B110U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**EDUQAS GCE AS GEOGRAPHY**  
**COMPONENT 2 - CHANGING PLACES**  
**SUMMER 2017 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.

The second part is marking guidance which should be used to assess the quality of the learner's responses. 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.

**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.

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 all questions in Section A, and Section B.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

### Section A: Changing Places

<p>1. (a) Use <b>Figure 1</b> to describe the distribution of medals by GB athlete's place of birth.</p> <p>Skills: 3.2</p>	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Award one mark per valid point					4		<b>4</b>
<p><b>Indicative content</b></p> <p>The map is a choropleth map and thus shows concentration of medals per capita earned per county through the use of colour, with darker counties representing most medals earned per capita. The map indicates:</p> <ul style="list-style-type: none"> <li>• relative concentrations of medals in the south east (1)</li> <li>• with fewest medals in peripheral locations (1) (northern Scotland and north and west Wales)</li> <li>• Highest concentration of medals per capita in north-east Wales and Scottish cities (1)</li> <li>• Use of data to support description (1)</li> </ul> <p><b>Marking guidance</b></p> <p>For full marks, candidates should offer exemplification derived from the map, although accurate knowledge of named counties is not expected.</p>							

<p>1. (b) Outline <b>one</b> locational factor encouraging knowledge economy cluster growth in places in the UK.</p> <p>Content: 2.1.5</p>	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Award one mark per valid point	3						<b>3</b>
<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Proximity to universities and research institutions facilitates sharing of ideas, personnel and resources (1)</li> <li>• Government support encourages public and private sector investment, possibly with a directly elected mayor to promote development (1)</li> <li>• Planning regulations ensure the emergence of clustering in, for example, areas designated in local plans for Science Parks to be developed (1)</li> <li>• Similarly those private and public sector organisations responsible for infrastructural development will address issues of accessibility through co-ordinated planning (1)</li> <li>• Candidates may include broadband provision within their infrastructure response (1)</li> </ul> <p><b>Marking guidance</b></p> <p>Credit other valid suggestions. Maximum 2 marks for a generic answer about economic growth which does not relate explicitly to knowledge economy cluster growth.</p>							

1. (c) Examine changes in the economic characteristics of <b>one</b> place over time. Content: (2.1.1) 2.1.3 (2.1.7 / 2.1.9)	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
	7			3			<b>10</b>

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

### 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

- Economic change over time and how that can lead to structural changes in employment shown by the Clark Fisher Model.
- The external forces and factors influencing economic restructuring including changing technology and lifestyles, government strategy and globalization.
- the demographic characteristics of places i.e. how places may be affected by natural changes (births and deaths) and / or migration (in or out), for example, Peterborough where there is a high birth rate as a result of migration of young married couples from eastern-Europe.
- the socio- economic characteristics of places, for example the shifting away from an industrial economy in many inner city places to a service-oriented economy e.g. Stratford, East London the site of the Westgate shopping centre and the Queen Elizabeth Park (formally the Olympic Park).
- the cultural characteristics of places e.g. Stratford upon Avon's identity shaped by William Shakespeare, Liverpool's identity shaped by The Beatles and Oxford and Cambridge's identity shaped by universities.
- the factors (shifting flows of and connections between people, resources, money and investment and ideas) that have shaped and continue to shape the characteristics of place at all scales from local to global, including MNC fast food chains to include knowledge and understanding of globalisation.

#### AO2

AO2 requires candidates to examine this knowledge and understanding in different contexts so that they demonstrate the application of knowledge and understanding through examination of the dynamic nature of these factors and the way in which continuity and change of these local to global factors affect learner's own lives and the lives of others. For example an analysis of:

- the dynamic nature of demographic change and how these changes reflect growing interdependence between places as a result of migration.
- the dynamic nature of socio-economic change as a result of the actions of a range of stakeholders, potentially leading to marginalisation of one socio-economic group as a result of a new incoming population e.g. in inner city areas in university towns and cities like Jericho in Oxford.
- the dynamic nature of cultural characteristics of places with reference to the continued dominance of Shakespeare dominating the tourist experience of Stratford-upon-Avon; the recent dominance of tourism to the Lake District being based around an identity synonymous with Beatrix Potter.
- the dynamic nature of factors related to globalisation and their impact on places with the result that some places become like any other (clone towns e.g. Exeter) meanwhile others are successful in their individuality (home towns e.g. Ludlow).
- an awareness of the potential compromise between dynamic factors and sustainable development.

### Marking guidance

Near the lower end, there will be limited analysis of the factors that have shaped the characteristics of place and little awareness of the underlying assumptions contained in the question. Credit any other valid approaches.

Award the marks as follows:		
	<b>AO1 (7 marks)</b>	<b>AO2.1c (3 marks)</b>
<b>Band</b>	<i>Demonstrates knowledge and understanding of the changing characteristics of places and the factors that affect them.</i>	<i>Applies knowledge and understanding to appraise through assessing the dynamic nature of places and the factors that affect them: time, recognition of role of globalization, linkages and scale.</i>
<b>3</b>	<p>6-7 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding that is relevant to the question.</p> <p>Demonstrates detailed and accurate knowledge and understanding of a range of factors that affect the economic characteristics of places.</p> <p>Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples.</p> <p>Well annotated sketches / diagrams may be used and should be credited.</p>	<p>3 marks</p> <p>Applies knowledge and understanding to construct well-developed examination that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a thorough and coherent examination of the dynamic nature of range of factors that affect the economic characteristics of places.</p> <p>Applies knowledge and understanding to produce a thorough and coherent examination of success in terms of spatial and temporal scales, indicators, stakeholders and sustainability.</p>
<b>2</b>	<p>3-5 marks</p> <p>Demonstrates some accurate knowledge and understanding that is relevant to the question.</p> <p>Demonstrates some accurate knowledge and understanding of a range of factors that affect the economic characteristics of places.</p> <p>Demonstrates some accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples.</p> <p>Sketches / diagrams may be used and should be credited.</p>	<p>2 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial examination that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a coherent but partial examination of the dynamic nature of range of factors that affect the economic characteristics of places.</p> <p>Applies knowledge and understanding to produce a partial examination of success in terms of spatial and temporal scales, indicators, stakeholders and sustainability.</p>
<b>1</b>	<p>1-2 marks</p> <p>Demonstrates limited geographical knowledge and understanding relevant to the question.</p> <p>Demonstrates limited knowledge and understanding of a range of factors that affect the economic characteristics of places.</p> <p>Demonstrates limited knowledge and understanding through the use of limited examples, which are un-developed.</p> <p>Basic sketches / diagrams may be seen and should be credited.</p>	<p>1 mark</p> <p>Applies knowledge and understanding to make a limited examination.</p> <p>Limited application of knowledge and understanding to examine the dynamic nature of range of factors that affect the economic characteristics of places.</p> <p>Limited application of knowledge and understanding to produce a limited examination of success in terms of spatial and temporal scales, indicators, stakeholders and sustainability.</p>
<b>0</b>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

2. (a) (i) Use <b>Figure 2</b> to calculate the mean for the percentage employed in manufacturing. Show your working.  Skills: 2.9	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
					2		<b>2</b>
<p>Answer: <math>86.2/10=8.62</math></p> <p>Any other answer, 0 marks (incorrect). Award 1 mark for correct working.</p>							

2. (a) (ii) Identify <b>one</b> strength and <b>one</b> weakness of the mean as a measure of central tendency for this set of data.  Skills: 2.9	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Award up to 2 marks for the development of any of the following points:					2		<b>2</b>
<p><b>Indicative content</b></p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>Includes all the values in the data set</li> <li>The mean calculated sits towards the middle of the data</li> <li>It represents the mathematical average</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>Sensitive to extreme values, particularly in a small sample size such as this</li> </ul> <p><b>Marking guidance</b></p> <p>Credit other valid points including general points such as it is a widely understood and therefore easily interpreted measure.</p>							

2. (a) (iii) Plot and label the data for the electoral wards of Hillsborough and Southey on <b>Figure 3</b> .  Skills: 3.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
					2		<b>2</b>
<p><b>Indicative content</b></p> <p>Data must be plotted in the correct place(s) on the scatter graph. 1 mark per correctly plotted point. 2 correct plots without labels = 1 mark</p>							

2. (a) (iv) Explain why a scatter graph is a suitable presentation technique for these data.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Award up to 2 marks for the development of any of the following points:		2					<b>2</b>

### Indicative content

- Trend / correlation / relationship (1)
- Indication of strength / allows us to see a positive correlation (2)
- Clear to see anomalies / outliers (1)
- Data allows a positive correlation to be identified (2) suggesting that areas with highest rates of manufacturing employment also have the highest rates of long-term unemployed (1)
- The line of best fit can be added to show the general trend of the data with a positive trend identified (1)
- A line of best fit would enable any anomalous data to be identified (although in this case, there are no obvious anomalies) (1)

Credit other valid points.

2 (b) Evaluate the success of the rebranding process in <b>one or more</b> urban places.  Content: 2.1.8, 2.1.9	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
	7			8			<b>15</b>

This question requires candidates to demonstrate their ability to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

### 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 rebranding of urban areas. The city offers a range of rebranding possibilities involving the 'reimaging' and redevelopment of the towns and cities including:

- Through using sport and music stadia as focal points for drawing large numbers of paying public to events e.g. O2 Arena London, the Echo Arena Liverpool, Sheffield Arena all of which have been developed on redundant sites in former industrial areas and now attract large numbers of visitors.
- Arts and media projects such as the Library of Birmingham and the AtBristol Science centre attract core groups of visitors to the cities, these visitors will likely spend money in shops and restaurants and may well return on other occasions either as repeat visitors to the original destination venue or out of curiosity to explore other aspects of the cities.
- Festivals which will draw locals and visitors into town cities to experience some of the best that the urban area has to offer e.g. Timesquare weekender, Newcastle; Cliffhanger outdoor festival, Sheffield, Swindon's Old Town Festival
- Many of the UK's former industrial towns and cities are now keen to celebrate their industrial heritage e.g. Salford Quays, The Albert Dock in Liverpool, the Jewellery Quarter in Birmingham which are attractive destinations in their own right and will draw both local and visitor use.

Flagship redevelopments such as Queen Elizabeth Park (London Olympics venue) will continue to attract large numbers of locals and visitors.

**AO2**

Candidates demonstrate application of knowledge and understanding through a evaluation of the view that the rebranding of urban areas is not always successful for all parties involved including:

- Successes vary according to location within the urban area as different types of urban place are affected: changes may be different for CBD, inner city or suburban areas.
- Successes vary according to different internal stakeholders: some players support any changes that generate new employment; others want as little change as possible. Some changes will widen inequalities for those excluded from the rebranding process.
- Successes vary according to different external stakeholders: tourist boards may welcome how the representation of place has changed; residents' groups may see the changes as a threat to their communities.
- Successes vary according to different time-scales as recent rebranding will be less-well established and therefore benefit fewer groups than embedded rebranding which might be more sustainable.
- Successes vary according to time and scale as some urban rebranding may polarise communities due to their infrequent but significant impact e.g. Edinburgh or Brighton where their festivals in August and May bring large numbers of cultural tourists to the cities who spend money in a narrow set of festival-related venues, while other venues may see their visitor numbers decline during these periods. Visitors to the festival will benefit from the cultural and social experience.
- Successes vary because some changes can cause thresholds to be crossed which will benefit certain groups but not others (e.g. service provision improved or shut down).
- The perceived boost to the economy and jobs market may cause migration to the town / city for jobs in the low skilled / low paid service sector, when actually there are either few jobs created or these jobs are seasonal and in both cases low paid.

Near the lower end, there will be limited evaluation of the view that the rebranding of rural areas does not benefit everyone and little of the underlying assumptions contained in the question.

Maximum 6 for AO2 where no final judgement / viewpoint is reached.

Credit any other valid approaches.

Award the marks as follows:		
	<b>AO1 (7 marks)</b>	<b>AO2.1c (8 marks)</b>
Band	<i>Demonstrates knowledge and understanding of the rebranding of urban areas.</i>	<i>Applies knowledge and understanding to appraise through an evaluation of the success of urban rebranding schemes.</i>
3	<p>5-7 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding that is relevant to the question.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the rebranding of urban areas.</p> <p>Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples.</p> <p>Well annotated sketches / diagrams may be used and should be credited.</p>	<p>6-8 marks</p> <p>Applies knowledge and understanding to construct well-developed evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation of the view that the rebranding of urban areas does not benefit everyone.</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation in terms of spatial and temporal scales, thresholds, stakeholders and sustainability.</p>
2	<p>3-4 marks</p> <p>Demonstrates some knowledge and understanding that is relevant to the question.</p> <p>Demonstrates some knowledge and understanding of the rebranding of urban areas.</p> <p>Demonstrates some accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples</p> <p>Sketches / diagrams may be used and should be credited.</p>	<p>3-5 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation of the view that the rebranding of urban areas does not benefit everyone.</p> <p>Applies knowledge and understanding to produce a partial evaluation in terms of spatial and temporal scales, thresholds, stakeholders and sustainability.</p>
1	<p>1-2 marks</p> <p>Demonstrates limited geographical knowledge and understanding relevant to the question.</p> <p>Demonstrates limited knowledge and understanding of the rebranding of urban areas.</p> <p>Demonstrates limited knowledge and understanding through the use of limited examples, which are un-developed.</p> <p>Basic sketches / diagrams.</p>	<p>1-2 marks</p> <p>Applies knowledge and understanding to produce a limited evaluation .</p> <p>Limited application of knowledge and understanding to evaluation the view that the rebranding of urban areas does not benefit everyone.</p> <p>Limited application of knowledge and understanding to produce a limited evaluation in terms of spatial and temporal scales, thresholds, stakeholders and sustainability.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

## Section B: Fieldwork Investigation in Physical and Human Geography

3. (a) (i) Suggest an appropriate graphical technique that could be used to present the data in <b>Figure 4</b> .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3			<b>Total</b>
Skills: Focus 3.10								
Award one mark per valid point					1			<b>1</b>
<b>Indicative content</b>								
Appropriate graphical technique: rose/star/radial diagram (1) or a description of a technique that will make use of compass directions (1)								
Credit any other valid suggestion.								

3. (a) (ii) Justify your choice in (a) (i).	AO1	AO2.1a	AO2.1b	AO2.1c	AO3			<b>Total</b>
Award one mark per valid point				2				<b>2</b>
<b>Indicative content</b>								
Justification:								
<ul style="list-style-type: none"> <li>• Visual representation of wind direction (1)</li> <li>• Length of 'tail' enables patterns of speed / gusts to be easily identified and interpreted (1)</li> <li>• Aids interpretation of general weather patterns (1)</li> <li>• Can be used to make comparisons between data (1)</li> <li>• Do not credit "easy to read" or "good visual representation"</li> </ul>								
Credit any other valid suggestion.								

3. (b) The students carried out a risk assessment before collecting their data. Suggest the likely characteristics of this risk assessment process.  Enquiry Question: 1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Award one mark per valid point	5						<b>5</b>
<p><b>Indicative content</b></p> <p>The process is likely to include the following stages:</p> <ul style="list-style-type: none"> <li>Identifying the hazard</li> <li>Identifying who is at risk</li> <li>Deciding how likely it is for the risk(s) to occur</li> <li>Assessing the risk</li> <li>Identifying how the risk can be minimised</li> <li>Suggest alternatives to mitigate the risk</li> </ul> <p>Credit any other valid point(s) including reference to the candidate's own fieldwork.</p>							

Award the marks as follows:		
<b>AO1 (5 marks)</b>		
Band	Marks	<i>Candidates should show knowledge and understanding of the risk assessment process undertaken in preparation for fieldwork</i>
3	4-5 marks	Clear awareness of risk assessment process, comprising several identifiable stages.
2	2-3 marks	Partial awareness of risk assessment process.
1	1 mark	Simple characteristic(s) of likely risk assessment, lacks recognition of process.
0	0 marks	Response not creditworthy or not attempted.

3. (c) (i) Identify <b>one</b> statistical technique that could be used to investigate a correlation between traffic count data and tourist shops in <b>Figure 4</b> .  Skills: 2.11	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Award one mark per valid point with up to two marks for developed ideas.					1		<b>1</b>
<p><b>Indicative content</b></p> <p>Candidates are likely to pick up on the testing for correlation and most will identify Spearman Rank's correlation coefficient. Credit Pearson's Product Moment correlation coefficient.</p> <p><b>Marking guidance</b></p> <p>The question asks for one technique, do not credit for references to more than one.</p>							

3. (c) (ii) Justify your choice in (c) (i).	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
Award one mark per valid point with up to two marks for developed ideas.				3			<b>3</b>
<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Spearman Rank's correlation coefficient enables a numerical value (between +1 and -1) to be established to identify whether there is correlation between two sets of variables (1)</li> <li>• Further processing will compare data to a set of significance tables (1) to provide the probability that this correlation could have occurred by chance (1) at either 95% or 99%</li> <li>• There are twelve data collection sites so this is sufficient for Spearman Rank's correlation coefficient to be used (1)</li> <li>• Spearman Rank's correlation coefficient may be used in conjunction with scatter graphs (1) to add quantitative rigour to the otherwise qualitative judgment of correlation (1)</li> <li>• Helps prove / disprove a hypothesis (1)</li> </ul> <p><b>Marking guidance</b></p> <p>Credit references to more than one statistical technique if they are assessing one as less valid. Credit any other valid point(s) about the technique.</p>							

3. (d) Suggest two other sources of data and / or information that the students could use to investigate the hypothesis further.  Enquiry Question: 2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
			4		4		<b>8</b>

### Indicative content

Students may take any valid approach to this answer, using both primary and secondary data (or a combination thereof). They may also suggest the need for qualitative data to counterbalance the quantitative data presented in the resource. Furthermore, they could suggest the need to repeat for example the traffic counts / shop survey at a contrasting time of year.

Suggestions must be relevant to the original hypothesis around which this section is based.

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.

Award the marks as follows:		
	<b>AO3 (4 marks)</b>	<b>AO2.1b (4 marks)</b>
Band	<i>Demonstrates knowledge and understanding of appropriate data collection for implementing chosen methodology for fieldwork investigation.</i>	<i>Applies knowledge and understanding of implementing chosen methodologies in different contexts.</i>
3	<p>3-4 marks</p> <p>Detailed description of relevant data collection methods used that are pertinent to the hypothesis.</p> <p>Demonstrates detailed and accurate knowledge and understanding of a range of data collection techniques and how they might be applied to this fieldwork methodology.</p> <p>Well annotated sketches/ diagrams/maps may be used and should be credited.</p>	<p>3-4 marks</p> <p>Applies knowledge and understanding from the data provided to produce thorough suggestions of why two methods are suitable for developing the range of data available for this fieldwork investigation. Evaluative comment will be supported by evidence.</p> <p>Answer includes clear assessment of the appropriateness of data collection for implementing chosen methodology for this fieldwork investigation.</p> <p>Assessment will include the suitability of the suggested data collection methods.</p>
2	<p>2 marks</p> <p>Some description of two appropriate data collection techniques.</p> <p>Shows some awareness of knowledge and understanding necessary to develop this fieldwork methodology.</p> <p>Limited breadth and depth of annotated sketches/ diagrams/maps; where used, should be credited.</p>	<p>2 marks</p> <p>Applies knowledge and understanding from the data provided to produce basic suggestions of why two methods are suitable for developing the range of data available for this fieldwork investigation.</p> <p>Answer includes basic assessment of the appropriateness of data collection for implementing chosen methodology for this fieldwork investigation.</p> <p>Assessment likely to focus one method in more detail than the other.</p>
1	<p>1 mark</p> <p>Limited description of of the appropriateness of data collection for implementing chosen methodology for this fieldwork investigation.</p> <p>Demonstrates limited knowledge and understanding of the appropriateness of data collection for implementing chosen methodology for this fieldwork investigation.</p> <p>Limited breadth and depth of annotated sketches/ diagrams/maps; where used, should be credited.</p>	<p>1 mark</p> <p>Answer has limited suggestion of the suitability of the method(s) identified in reference to this fieldwork investigation.</p> <p>Where there is some assessment, likely to focus on one method only.</p>
0	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

4. To what extent did your conclusions support the geographical questions or theory on which your <b>physical</b> geography investigation was based?  Enquiry Question: 5	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
				3	7		<b>10</b>

### 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.

#### AO3

Candidates demonstrate use of fieldwork skills to draw conclusions. They are able to synthesise their findings, in order to draw relevant and pertinent conclusions from the data collected and make inferences about the data that is based on sound geographical knowledge and understanding of the concept being investigated.

#### AO2

Candidates demonstrate knowledge and understanding to evaluate the extent to which the conclusions of their fieldwork investigation in physical geography confirms or questions their original expectations. Relevant responses may include:

- The extent to which the conclusions confirm or question accepted theories
- An awareness of the possible reasons why their conclusions differed from expectations

### Marking guidance

If no direct reference is made to a specific physical geography investigation that candidates have completed, answers should not be credited higher than Band 1 in AO2.

Credit any other valid points.

Award the marks as follows:		
	<b>AO3 (7 marks)</b>	<b>AO2.1c (3 marks)</b>
Band	<i>Demonstrates the ability to draw conclusions referring to original hypothesis / question / aims, using evidence from data collected during fieldwork activity.</i>	<i>Applies knowledge and understanding through an evaluation of the extent to which the conclusions of the fieldwork investigation in physical geography confirm or question original expectations.</i>
3	<p>5-7 marks</p> <p>Detailed description of conclusion(s) reached; provides evidence (data) to justify how conclusions were arrived at relating to physical geography fieldwork.</p> <p>Candidate evaluates extent to which the conclusions relate to the original hypothesis / question / aims of physical geography fieldwork.</p>	<p>3 marks</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a thorough and coherent evaluation of the conclusions that is supported by evidence.</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a thorough and coherent evaluation of the extent to which the conclusions confirm or question accepted theories.</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a thorough and coherent evaluation of the extent to which the conclusions confirm or question student expectations in the context of the specific location where the investigation was undertaken.</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a thorough and coherent evaluation of the extent to which the conclusions confirm or question student expectations based on the way the research was conducted.</p>
2	<p>3-4 marks</p> <p>Clear description of conclusion(s) reached; provides some evidence (data) to explain how conclusions were reached relating to physical geography fieldwork.</p> <p>Candidate begins to evaluate extent to which the conclusions relate to the original hypothesis / question / aims of physical geography fieldwork.</p>	<p>2 marks</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a coherent but partial evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a coherent but partial evaluation of the extent to which the conclusions confirm or question accepted theories.</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a coherent but partial evaluation of the extent to which the conclusions confirm or question student expectations in the context of the specific location where the investigation was undertaken.</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce a coherent but partial evaluation of the extent to which the conclusions confirm or question student expectations based on the way the research was conducted.</p>

1	<p style="text-align: center;">1-2 marks</p> <p>Basic description of conclusion(s) reached; limited evidence (data) cited to explain how conclusions were reached relating to physical geography fieldwork.</p> <p>Candidate recognises the link between the conclusions and the original hypothesis / question / aims of physical geography fieldwork.</p>	<p style="text-align: center;">1 mark</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce an evaluation with limited coherence and support from some evidence.</p> <p>Limited application of knowledge and understanding from their own physical geography fieldwork to evaluate the extent to which the conclusions confirm or question accepted theories.</p> <p>Limited application of knowledge and understanding from their own physical geography fieldwork to evaluate the extent to which the conclusions confirm or question student expectations in the context of the specific location where the investigation was undertaken.</p> <p>Limited application of knowledge and understanding from their own physical geography fieldwork to evaluate the extent to which the conclusions confirm or question student expectations based on the way the research was conducted.</p>
0	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

5. Evaluate the suitability of <b>two</b> data presentation techniques you used in your <b>human</b> geography investigation.  Enquiry Question: 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		<b>Total</b>
				3	7		<b>10</b>

### Indicative content

Any methods of data presentation will be acceptable, as long as they are related to the candidate's **human** geography fieldwork investigation. The most common usage is likely to be graphical, although cartographical may also feature. Statistical skills would also be acceptable, if used in a **presentational** format. The focus should be on the method of presentation and evaluation of its suitability in showing the data collected. An approach discussing strengths and weaknesses is acceptable where evaluation of the suitability of the chosen technique is present.

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.

### AO3

AO3 content encompasses investigating questions and issues and in the context of the question refers to data presentation techniques appropriate to the stated human geography investigation. This may include:

- Graphical techniques
- Cartographical techniques
- Annotated photographs
- Field sketches
- Tables
- The strengths of the chosen techniques (appropriateness, effectiveness, use as analytical tool)
- The limitations of the chosen techniques (appropriateness, effectiveness, use as analytical tool)

Near the lower end of AO3, answers will offer limited evaluation of the chosen methods.

### AO2

Candidates demonstrate knowledge and understanding to give possible explanations for and against the success of the chosen data presentation techniques in the stated human geography investigation. Relevant responses may include:

- Reasons for using each technique
- Possible improvements that could have been made for candidate's own fieldwork
- Possible alternative techniques that would have presented the data more clearly in the context of the fieldwork used for the human investigation.

If no direct reference is made to a specific human geography investigation that candidates have completed, answers should not be credited in AO2.

Near lower end of AO2, candidates will offer limited suitability evaluation of the suitability of their chosen presentation techniques.

Credit any other valid points

Award the marks as follows:		
	<b>AO3 (7 marks)</b>	<b>AO2.1c (3 marks)</b>
<b>Band</b>	<i>Description of the strengths and weaknesses and / or description of the suitability of the chosen data presentation techniques in the human geography fieldwork investigation.</i>	<i>Applies knowledge and understanding to appraise / judge through evaluating the suitability of the chosen data presentation techniques.</i>
<b>3</b>	<p style="text-align: center;"><b>6-7 marks</b></p> <p>Demonstrates evidence that data presentation techniques were used appropriately and effectively to investigate geographical questions and issues.</p> <p>Detailed description of the techniques that may include the strengths and weaknesses of the techniques.</p> <p>Demonstrates through understanding of the experience, the advantages and disadvantages of data presentation techniques together with an awareness of alternative techniques supported by appropriate evidence from their human geography investigation.</p>	<p style="text-align: center;"><b>3 marks</b></p> <p>Applies knowledge and understanding from their human geography fieldwork investigation to produce a thorough and coherent evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding from their human geography fieldwork investigation to produce a thorough and coherent evaluation to judge the extent to which the data presentation techniques were appropriate and effective.</p> <p>Applies knowledge and understanding from their human geography fieldwork investigation to produce a thorough and coherent evaluation to judge the extent to which the data presentation techniques allowed valid conclusions to be reached.</p>
<b>2</b>	<p style="text-align: center;"><b>3-5 marks</b></p> <p>Demonstrates partial evidence that data presentation techniques were used appropriately and effectively to investigate geographical questions and issues, may concentrate more fully on one technique than the other.</p> <p>Partial description of the techniques that may include the strengths and weaknesses of the techniques.</p> <p>Demonstrates partial understanding of the data presentation, the practical advantages of data presentation techniques partially supported by mostly appropriate evidence from their human geography investigation.</p>	<p style="text-align: center;"><b>2 marks</b></p> <p>Applies knowledge and understanding from their human geography own fieldwork investigation to produce a coherent but partial evaluation that is supported by some evidence.</p> <p>Applies knowledge and understanding from their human geography fieldwork investigation to produce a coherent but partial evaluation to judge the extent to which the data presentation techniques were appropriate and effective, one of which may be dealt with in more detail than the other.</p> <p>Applies knowledge and understanding from their human geography fieldwork investigation to produce a coherent but partial evaluation to judge the extent to which the data presentation techniques allowed valid conclusions to be reached.</p>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>Demonstrates limited evidence that data presentation techniques were suitable and were used appropriately and effectively to investigate geographical questions and issues.</p> <p>Limited description of the techniques that may include the strengths and weaknesses of the techniques.</p> <p>Demonstrates limited understanding of the experience and the practical advantages of data presentation techniques.</p> <p>Lack of supporting evidence from their human geography investigation.</p>	<p style="text-align: center;"><b>1 mark</b></p> <p>Applies knowledge and understanding from their human geography fieldwork investigation to produce an evaluation with limited coherence and support from some evidence.</p> <p>Limited application of knowledge and understanding from their human geography fieldwork investigation to judge the extent to which the data presentation techniques were appropriate and effective.</p>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>Response not creditworthy or not attempted</p>