



GCE AS MARKING SCHEME

SUMMER 2023

**AS
GEOGRAPHY - COMPONENT 2
B110U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

GCE AS GEOGRAPHY
COMPONENT 2: CHANGING PLACES
SUMMER 2023 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.

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: <ul style="list-style-type: none"> 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.

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

1. (a) (i) Calculate the values of the highlighted cells, A, B and C in Figure 1 . Write the values for A, B and C in the box below. Give your answer correct to 2 decimal places.		AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Skills: 2.11						3		3
Indicative content A = 6 (1) B = -1 (1) C = 2.25 (1)								

(ii) Use Figure 2 to interpret the result of the Spearman Rank calculation.		AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Skills: 2.11						3		3
Indicative content It is expected that students are able to interpret the result as follows: <ul style="list-style-type: none"> • The value of the Spearman's Rank result differs significantly / much larger than that in the table • There is a strong relationship as evidenced by the r value being relatively close to 1 – the two variables are likely to be related to each other • The calculated value of Spearman Rank is 0.815, which is larger than the critical values of 0.504 at the 0.05 level and 0.671 at the 0.01 confidence level • The hypothesis can be accepted at both 95% and 99% level • The more gentrified places are, the more coffee shops they are likely to have. 								
Award the marks as follows:								
Band	Marks							
2	2-3	Sound understanding of the Spearman Rank result / conclusion reached.						
1	1	Limited understanding of the Spearman Rank result / no conclusion reached.						
	0	Response not creditworthy or not attempted.						

(b) Outline how heritage and event management help to diversify rural areas. Content: 2.1.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	5						5

Indicative content

The specification suggests that candidates should be familiar with both heritage and event management as driving the diversification of the post productive countryside.

Heritage: encouraging an interest in historic buildings or the rural / industrial past

- Southwell workhouse run by the National Trust promotes our understanding of the lives of ordinary people who lived in rural areas
- Rural museums such as St Fagan's or West Berkshire Museum showcasing rural life and trades
- Lindisfarne a place of pilgrimage for many Christians today.

Event management: using a location to host an event or festival

- farms such as 'Worthy Farm' have diversified from its dairy farm origins and hosts one of the biggest music festivals in the UK, this enables the farm to have two income streams
- country estates such as 'Goodwood' hold festivals 'The Goodwood Festival of Speed' this enables the estate to develop an additional income stream and may encourage some festival visitors to return at other times of the year
- Tour of Yorkshire cycle festival enables a range of businesses (hospitality and sport) to benefit from increased revenue generated by hosting such an event.

Marking guidance

Whilst it is anticipated that candidates are familiar with example of these categories, the answer must demonstrate understanding of how such businesses / organisations help to diversify rural areas

Credit other valid approaches.

Award the marks as follows:

Band	Marks	
3	4-5	Sound understanding of how organisations are able to help diversify rural areas.
2	2-3	Partial understanding of how organisations are able to help diversify rural areas.
1	1	Limited understanding of how organisations are able to help diversify rural areas.
	0	Response not creditworthy or not attempted.

(c) Examine how changing technology and government strategies influence the economic characteristics of places over time. Content: 2.1.3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	6			5			11
Indicative content							
AO1							
AO1 content encompasses knowledge and understanding of the external forces and factors that influence economic restructuring, including changes in technology and government strategies.							
It is expected that candidates will identify these external forces and factors, and suggest place(s) in which they have occurred. For example:							
<ul style="list-style-type: none"> • Government strategy: by investing in infrastructure (high speed rail e.g. HS2 / Crossrail as well as airport development), UK governments can maintain growth and improve accessibility to regenerate regions. • Planning laws (government strategy) affect economic regeneration of both rural and urban regions; they may prioritise national over local needs which can delay regeneration projects and worsen inequalities. • Local governments compete to create business environments with designated areas for development to attract domestic and foreign investors; actions of local authorities can determine the success of local regeneration. (government strategy) • In other instances, changes in production line technology meant that fewer people were required to operate machinery (e.g. in car factories) and consequently jobs were lost • In response to loss of jobs, governments developed strategies to <ul style="list-style-type: none"> ○ retrain workers (lifestyle) ○ redevelop disused industrial sites into community assets (parks, museums) (lifestyle) ○ create Enterprise Zones in the hope that job creation would evolve ○ redevelop inner city areas from where skilled workers had moved: leaving poor quality housing stock, unskilled workers and increasing social deprivation (lifestyle) ○ encourage investment into leisure and retail industries (lifestyle). 							
AO2							
AO2 requires candidates to examine this knowledge and understanding in different contexts so that they may demonstrate the application of knowledge and understanding through examination of the extent to which changes in technology and government strategy influence economic restructuring in rural and urban places that have faced structural changes in employment. They are expected to show awareness of the way in which these changes affect learner's own lives and the lives of others							
For example, an analysis of:							
<ul style="list-style-type: none"> • the shifting nature of government priorities and strategy in response to the political leanings of the government in power (i.e. right wing government policies facilitating private enterprise whilst left-leaning governments more in favour of state investment in regeneration) (<u>adaptation</u> and <u>representation</u>) • the dynamic nature of changing technologies (and lifestyles) e.g. exponential growth of home-based leisure during COVID-19 pandemic; reinvention of city centres as places for leisure and entertainment rather than retail as a result of growth of on-line retail (<u>adaptation</u>, <u>identity</u>, <u>thresholds</u>) • an awareness of the potential compromise between dynamic factors and <u>sustainability</u> of rural and urban areas (<u>adaptation</u> and <u>thresholds</u>). 							

Candidates may also recognise that changing lifestyles and globalisation are external forces which also affect the economic characteristics of places over time, and therefore it may be argued that these are interlinked with the forces of government strategy and changing technology.

Marking guidance

Near the lower end, there will be limited discussion of the relative importance of factors contributing to economic restructuring and little discussion of the underlying assumptions contained in the question.

Maximum 4 for AO2 where no final judgement / viewpoint is reached.

Credit any other valid approaches.

Award the marks as follows:		
	AO1 (6 marks)	AO2.1c (5 marks)
Band	<i>Demonstrates knowledge and understanding of the external forces and factors that can influence economic restructuring in rural or urban places.</i>	<i>Applies knowledge and understanding to examine the extent to which external forces and factors (changing technology and government strategy) influence economic restructuring.</i>
3	<p>5-6 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the forces and factors that influence economic restructuring.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the threats posed by economic restructuring.</p> <p>Well annotated sketches / diagrams / maps may be used and should be credited.</p>	<p>4-5 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent examination of changing technology and government strategy that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a thorough and coherent examination of the extent to which other factors and forces influence economic restructuring.</p>
2	<p>3-4 marks</p> <p>Demonstrates accurate knowledge and understanding through the use of appropriate and well-developed examples.</p> <p>Demonstrates accurate knowledge and understanding of the forces and factors that influence economic restructuring.</p> <p>Demonstrates accurate knowledge and understanding of the threats posed to central urban areas by economic restructuring.</p> <p>Sketches / diagrams / maps may be used and should be credited.</p>	<p>2-3 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial examination of changing technology and government strategy that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a coherent but partial examination of the extent to which other factors and forces influence economic restructuring.</p>
1	<p>1-2 marks</p> <p>Demonstrates limited knowledge and understanding through a limited number of undeveloped examples.</p> <p>Demonstrates limited knowledge and understanding of the forces and factors that influence economic restructuring.</p> <p>Demonstrates a limited knowledge and understanding of the threats posed by economic restructuring.</p> <p>Basic sketches / diagrams / maps may be used and should be credited.</p>	<p>1 mark</p> <p>Applies knowledge and understanding to produce an examination of changing technology and government strategy with limited coherence and support from some evidence.</p> <p>Limited application of knowledge and understanding to produce a limited examination of the extent to which other factors and forces influence economic restructuring.</p>
	<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 Figure 3 to describe the distribution of creative industry clusters.							
Skills: 8.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					4		4
<p>Indicative content</p> <p>The creative industry clusters are well-dispersed across (the whole of) the UK (1) There is a cluster in each of the capital cities of the countries comprising the United Kingdom (1) There are apparent pairs of clusters (1) near London; Cardiff-Bristol; Leeds-York; Dundee-Edinburgh (1) within approx. 50km (1).</p> <p>There are no creative industry clusters in the regions of:</p> <ul style="list-style-type: none"> • West Midlands • East Midlands • the North East or North West of England • the East of England (1). <p>Marking guidance</p> <p>One piece of exemplification will suffice to access each mark, must be contained within the context of a description. No marks for a list of places.</p> <p>Credit other valid points.</p>							

(ii) Suggest why proximity to universities is an important factor for encouraging creative industry growth. Content: 2.1.5	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award up to 3 marks for the development of any of the following points up to a maximum of 3 marks.			3				3

Indicative content

Candidates are expected to appreciate the link between growth of the creative industries and a number of inter-related factors including universities. Reasons for such links include:

- the importance of agglomeration effects in these new fledgling industries (1)
- universities are the predominant source of highly qualified creative talent (1)
- role of universities in securing capital for start-ups (1) – venture capitalists more likely to invest if intellectual energy and expertise is involved (1)
- universities are where cutting-edge research takes place unconstrained by commercial considerations (1)
- the knowledge generated by researchers in many academic disciplines is inherent to the new creative industries (1)
- the outputs of academic research are also embodied in technologies and methodologies (1) that creative industries can deploy in their production, distribution and commercialisation activities (1)
- networks are key for the dissemination of new ideas and information (1) – many universities are central to the cultural life of the places where they are located, organising activities and providing spaces that can act as venues for such networking (1)
- universities provide problem-solving services through contract research, consultancy projects and access to facilities (1)
- universities can nurture creative entrepreneurship (1)
- Opportunities for work experience / placement at creative enterprises as part of degree course (1).

Marking guidance

Candidates might make three simple points or develop one/two ideas in more detail; this is acceptable to access full marks.

Credit other valid points.

(b) Examine the contrasting images of places portrayed by formal statistical and informal media.							
Content: 2.1.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	6			5			11

Indicative content

AO1

AO1 content encompasses knowledge and understanding of the ways in which places can be represented and thus meaning can be inferred. It is expected that candidates will be familiar with both formal statistical 'images' and informal media. For example, these can be:

- formal such as the census and news media
- informal, produced by people outside of the formal sector (literature, art, tourist board)
- such contrasting representations can influence the perceptions of place.

AO2

AO2 requires candidates to examine this knowledge and understanding in different contexts so that they may demonstrate the application of knowledge and understanding through assessment of the formal statistical 'images' and informal media. They might also recognise how these images affect learner's own lives and the lives of others. For example, an analysis through comparison and contrast of:

- Formal data such as government-collected information: census, health reports will present the data without any context that might persuade the reader to interpret the data in a particular way
- News media may sensationalise a story (e.g. a flood event or business closure) in order to sell more newspapers
- Informal media such as fictional literature which uses 'place' as a character in a novel may present a place either positively or negatively depending on the role that this place has on the story. This may influence the readers' likely perception of the place
- Advertising media / local tourism or visitor sites will try to represent the place as attractive, with images generally portraying good weather
- The role of 'fake news' website in misrepresenting places.

Answers will vary according to the places selected by the candidate / centre.

Marking guidance

Near the lower end, there will be limited assessment of the range of 'images' of different places, and little assessment of the underlying assumptions contained in the question.

Credit any other valid approaches.

Award the marks as follows:		
	AO1 (6 marks)	AO2.1c (5 marks)
Band	<i>Demonstrates knowledge and understanding of the images portrayed by formal statistical and informal media of a variety of places.</i>	<i>Applies knowledge and understanding to appraise / judge how the formal / informal media affect perceptions of a variety of places.</i>
3	<p>5-6 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the way formal statistical and informal media may affect people's images of a variety of places.</p> <p>Well annotated sketches / diagrams / maps may be used and should be credited.</p>	<p>4-5 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent assessment that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a thorough and coherent assessment of how the formal / informal media affect perceptions of a variety of places.</p>
2	<p>3-4 marks</p> <p>Demonstrates accurate knowledge and understanding through the use of appropriate and well-developed examples.</p> <p>Demonstrates accurate knowledge and understanding of the way formal statistical and informal media may affect people's images of a variety of places.</p> <p>Sketches / diagrams / maps may be used and should be credited.</p>	<p>2-3 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment that is supported by evidence.</p> <p>Applies knowledge and understanding to produce coherent but partial assessment of how the formal / informal media affect perceptions of a variety of places.</p>
1	<p>1-2 marks</p> <p>Demonstrates limited knowledge and understanding through a limited number of undeveloped examples.</p> <p>Demonstrates limited knowledge and understanding of the way formal statistical and informal media may affect people's images of a variety of places.</p> <p>Basic sketches / diagrams / maps may be used and should be credited.</p>	<p>1 mark</p> <p>Applies knowledge and understanding to produce an assessment with limited coherence and support from some evidence.</p> <p>Applies knowledge and understanding to produce a limited assessment of how the formal / informal media affect perceptions of a variety of places.</p>
	<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 in Physical and Human Geography

3. (a) (i) Suggest a suitable research question for this investigation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Enquiry Process Stage 1					1		1
<p>Indicative content</p> <p>There are several options for a research question; it is likely that candidates will draw on the environmental quality being higher within the National Park than outside; hence:</p> <p>Will the environmental quality be higher within the New Forest National Park than outside the park boundary? (1).</p> <p>Statement should be in the form of a question, but accept a hypothesis.</p> <p>Marking guidance</p> <p>Credit other valid approaches.</p>							

(ii) Describe the ethical considerations that the students needed to be aware of in planning their investigation.							
Enquiry Process Stage 1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
One mark for each valid point.	3						3
<p>Indicative content</p> <p>The ethical considerations of geographical investigation are generally applied to the context of the investigation and thus form a set of moral principles and rules of conduct.</p> <p>Students may be familiar with the ethical considerations referenced in the specification which are derived from the Equality Act 2010 (1).</p> <p>Students would need to ensure that those with protected characteristics are fully represented in the study (1).</p> <p>Such characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation: (1) for identification of any of these protected characteristics.</p> <p>Students should</p> <ul style="list-style-type: none"> • recognise the rights and well-beings of people involved in conducting the research • maintain honesty and integrity in order to avoid bias and deception • ensure that any questionnaire-style data collection has informed consent, anonymity and confidentiality • avoid collecting secondary data from sites associated with ‘fake news’ • aim for objectivity and transparency throughout. <p>In addition, there may be an ethical consideration of data collection e.g. trampling vegetation or disturbing wildlife.</p> <p>Marking guidance</p> <p>Credit other valid approaches. Max one mark for a list of protected characteristics; command is to ‘describe’ therefore quality of description will inform mark awarded.</p>							

(iii) Identify two potential risks associated with undertaking fieldwork in this rural area.							
Enquiry Process Stage 1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
One mark for the identification of each valid risk	2						2
<p>Indicative content</p> <p>There are numerous risks that students may encounter in carrying out fieldwork in rural areas, amongst these are:</p> <ul style="list-style-type: none"> • Being hit by a vehicle • Being accosted by a member of the public (or equivalent risk) • Getting lost • Falling ill with no way of contacting the emergency services • Being inappropriately dressed for weather conditions • Injuries due to slips / trips on uneven terrain. <p>Marking guidance</p> <p>Credit other valid approaches.</p>							

(b) (i) Calculate the proportion of land in England that is designated as National Park land. Show your working.							
Skills: 2.3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					2		2
<p>Indicative content</p> <p>Candidates need to add up the total area of National Parks (protected land) i.e. 12,337 km² (1)</p> <p>This then needs to be divided by the total area =</p> $\frac{12337}{130492} \quad (1)$ <p>Credit other valid approaches e.g. 0.0945 (1) or 9.45% (1).</p>							

(ii) Suggest two cartographic (mapping) techniques appropriate for presenting the area designated as National Park land in each region.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
One mark for the identification of each valid method of data presentation.					2		2
<p>Indicative content</p> <p>Candidates may offer a range of suggestions of how to display these data, answers are likely to include:</p> <ul style="list-style-type: none"> • Choropleth map / shaded map (1) • Located bar graph / proportional symbol / located pie chart (1). <p>No marks for suggestions that are not cartographic.</p> <p>Marking guidance</p> <p>Credit other valid approaches.</p>							

(iii) Justify the suggestions made in (b)(ii).	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
One mark for each valid suggestion.					3		3
<p>Indicative content</p> <p>Candidates may offer a range of suggestions of the appropriateness of these suggestions to display these data, answers are likely to include:</p> <ul style="list-style-type: none"> • Choropleth maps <ul style="list-style-type: none"> ○ can use shading to represent the areas with the highest concentrations of people ○ darkest colours will show areas with most protected land, lightest areas with fewest ○ easy to interpret. • Located bar graphs / proportional symbols / pie charts <ul style="list-style-type: none"> ○ located bars or symbols can show the areas with the most people ○ reader can easily make connection between region and amount of protected land. <p>Marking guidance</p> <p>Credit other valid approaches.</p>							
Award the marks as follows:							
Band	Marks						
2	2-3	Good understanding of why these suggestions are appropriate for these data.					
1	1	Partial / limited understanding of why these suggestions are appropriate for these data.					
	0	Response not creditworthy or not attempted.					

(iv) Suggest an interpretation of this Lorenz curve graph.		AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Skills: 3.11						2		2
<p>Indicative content</p> <ul style="list-style-type: none"> • Candidates should recognise that the diagonal line reflects a perfect distribution • The line representing % of National Parks by region shows more deviation from the perfect distribution than the % of land by region • There is over-representation of National Park land in the region of Yorkshire and Humberside compared to other regions • Shows an even more un-even distribution of protected land than the distribution of area by region. A pronounced clustering of protected land in certain regions. <p>Marking guidance</p> <p>Credit other valid approaches.</p>								
Award the marks as follows:								
Band	Marks							
2	2	Clear interpretation of the Lorenz curve shown; good understanding of the Lorenz curve as a tool of data presentation.						
1	1	Limited interpretation of the Lorenz curve shown. Limited understanding of the Lorenz curve as a tool of data presentation.						

(c) Evaluate the suitability of interviewing for the collection of reliable data.								
Skills: 8.1 Enquiry Process Stage 2		AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					5			5
Indicative content								
<p>The explanation of the link between suitability and the data collected is the key element. Suitability may be referenced in a variety of ways including the rigorousness of the sample method, site selection, sample size and method of data collection, for example. Suitability may be interpreted as consistency of data collection.</p>								
Oral histories (interviews):								
Advantages								
<ul style="list-style-type: none"> • Oral history is an opportunity to understand the past more accurately • Oral history can often ‘fill in the gaps’ – providing useful information that written sources don’t provide • It can tell us about people who aren’t mentioned in the ‘standard’ sources – for example, long forgotten members of the community • It can bring history to life – giving insights into the life of the community, how it functioned and how people felt • It can be a great way of involving and valuing longer-standing members of the community. 								
Disadvantages								
<ul style="list-style-type: none"> • As a person gets older their memories degrade and therefore it can fracture and distort a story, rendering the narrative less reliable • Beware nostalgia! People will often have a ‘rosy’ memory of the past. In some cases, it might be that dissatisfaction with the present situation. 								
Marking guidance								
Credit other valid approaches.								
Award the marks as follows:								
Band	Marks							
3	4-5	Effective grasp of the suitability of oral history / interviews. Concept of reliability fully understood.						
2	2-3	Clear grasp of the suitability of oral history / interviews, may be unbalanced between advantages and disadvantages. Concept of reliability understood.						
1	1	Limited grasp of the suitability of oral history / interviews, likely unbalanced and / or stronger on disadvantages than advantages. Limited understanding of reliability.						
	0	Response not creditworthy or not attempted.						

4. Justify the choice of location(s) for your physical geography fieldwork.							
Enquiry Process Stage 1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
				5	5		10
<p>Indicative content</p> <p>In preparing to investigate a geographical question, choice of location is fundamental in determining the quality, type and amount of data to be collected. Candidates should appreciate the need for the location(s) to generate data that is pertinent to the research question as well as accurate, valid and reliable, and thus the importance of selecting an appropriately sized location(s) in order to generate meaningful data.</p> <p>Candidates may also include considerations relating to risk assessment i.e. the need for data to be collected safely as well as ethical issues such as accessibility for all participants (including those with mobility issues) and public / private access: practical considerations are also valid i.e. travelling time from school / college.</p> <p>Marking guidance</p> <p>Command is to justify; candidates may include brief descriptions of their location to provide a context for the justification, however lengthy descriptions of the chosen location will not gain additional credit as this question is examining their understanding of the importance of fieldwork location.</p> <p>Credit other valid approaches.</p>							

Award the marks as follows:		
	AO3 (5 marks)	AO2.1c (5 marks)
Band	<i>Demonstrates understanding of the importance of location(s) in preparing to investigate a geographical question in the field.</i>	<i>Applies (AO2.1c) to appraise / judge through justifying the choice of geographical location(s).</i>
3	<p>4-5 marks</p> <p>Accurate identification of factors relating to location(s) that are important in preparing to investigate a geographical question in the field.</p>	<p>4-5 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent justification that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a thorough and coherent justification of the selection of fieldwork location(s), which shows consideration of a range of factors affecting choice of location(s).</p>
2	<p>2-3 marks</p> <p>Partial identification of factors relating to location(s) that are important in preparing to investigate a geographical question in the field.</p>	<p>2-3 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial justification that is supported by some evidence.</p> <p>Applies knowledge and understanding to produce a coherent but partial justification of the selection of location(s), which shows consideration of a range of factors affecting choice of location(s).</p>
1	<p>1 mark</p> <p>Limited identification of factors relating to location(s) that are important in preparing to investigate a geographical question in the field.</p>	<p>1 mark</p> <p>Applies knowledge and understanding to produce a justification with limited coherence and support from some evidence.</p> <p>Limited application of knowledge and understanding to justify the selection of location(s), which shows limited consideration of factors affecting choice of location(s).</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

5. To what extent did your data collection methods ensure the reliability of your data in your human geography fieldwork?							
Enquiry Process Stages 2 and 6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
				5	5		10
Indicative content							
<p>The specification indicates that candidates are expected to be aware of the two types of data as used in their fieldwork.</p> <ul style="list-style-type: none"> • Primary data are first-hand data collected by students themselves (working individually, or as part of a group) • Secondary data means information that has already been collected by someone else (in geography, this is generally viewed as either raw data or a completed analysis which someone else has carried out). <p>The type of data used is not prescribed in the question, so responses may refer to one or both types, according to the type of human geography fieldwork. Any primary or secondary data can be covered. Candidates may refer to sampling for either or both types of data and the way in which this influences the reliability.</p> <p>The explanation of the extent of the link between reliability and the data collected is the key element. The focus is on the explanation of how reliability was ensured, rather than the type of data <i>per se</i>. Reliability may be referenced in a variety of ways including the rigorousness of the sample method, site selection, sample size and method of data collection, for example.</p>							
Marking guidance							
<p>Command is to evaluate the extent to which, and therefore the candidate's answer should focus on a clear evaluation of the reliability of data in their human geography fieldwork.</p>							

Award the marks as follows:		
	AO3 (5 marks)	AO2.1c (5 marks)
Band	<i>Knows and understands how the reliability can impact human geography fieldwork data.</i>	<i>Applies (AO2.1c) to appraise / judge through justifying the reliability of the way(s) in which the data was collected.</i>
3	<p>4-5 marks</p> <p>Accurate awareness of the reliability of the data collection technique(s) to collect primary and/or secondary data.</p>	<p>4-5 marks</p> <p>Applies knowledge and understanding of primary and/or secondary data collection to produce a thorough and coherent justification that is supported by human geography fieldwork evidence.</p> <p>Applies knowledge and understanding of reliability of data collection methods which is supported by human geography fieldwork evidence.</p>
2	<p>2-3 marks</p> <p>A partial awareness of the reliability of the data collection technique(s) to collect primary and/or secondary data.</p>	<p>2-3 marks</p> <p>Applies knowledge and understanding of primary and/or secondary data collection to produce a coherent but partial justification that is supported by some human geography fieldwork evidence.</p> <p>Applies some knowledge and understanding of reliability of data collection methods which is supported by human geography fieldwork evidence.</p>
1	<p>1 mark</p> <p>Limited awareness of the reliability of the data collection technique(s) to collect primary and/or secondary data.</p>	<p>1 mark</p> <p>Applies knowledge and understanding of primary and/or secondary data collection to produce a justification with limited coherence and support from some human geography fieldwork evidence.</p> <p>Limited application of knowledge and understanding of reliability of data collection methods which is supported by limited human geography fieldwork evidence.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>