

Component 2: Changing Places

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.

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) Use <i>Figure 1</i> to calculate the interquartile range for the employment rate in England for April 2012. Show workings in your answer and insert the interquartile range calculated in the final row in the April 2012 column above.	AO1	AO2.1a	AO2.1	AO2.1c	AO3.1	AO3.2	Total																														
					4		4																														
Indicative content																																					
<table border="1"> <thead> <tr> <th>Region</th> <th>Employment rate; Aged 16-64 (persons percentage) in 2012</th> <th>Rank</th> </tr> </thead> <tbody> <tr> <td>North East</td> <td>66.5</td> <td>1</td> </tr> <tr> <td>North West</td> <td>69.2</td> <td>3</td> </tr> <tr> <td>Yorkshire and The Humber</td> <td>69.7</td> <td>5</td> </tr> <tr> <td>East Midlands</td> <td>71.3</td> <td>6</td> </tr> <tr> <td>West Midlands</td> <td>68.4</td> <td>2</td> </tr> <tr> <td>East of England</td> <td>74.5</td> <td>9</td> </tr> <tr> <td>London</td> <td>69.5</td> <td>4</td> </tr> <tr> <td>South East</td> <td>74.4</td> <td>8</td> </tr> <tr> <td>South West</td> <td>73.9</td> <td>7</td> </tr> </tbody> </table> <p>Population size:9 Lower quartile (xL): 68.8 Upper quartile (xU): 74.15 Interquartile range (xU-xL): 5.35</p> <p>Marking Guidance</p> <p>Workings showing how the interquartile range was calculated by ranking data in order of size from either lowest to highest or highest to lowest (1) and dividing them into four equal groups of quartiles. The upper quartile (UQ) is the $\frac{(n+1)}{4}$ th item in the data set when arranged in rank order (1)</p> <p>The lower quartile (LQ) is the $3\frac{(n+1)}{4}$ th item in the data set when arranged in rank order (1)</p> <p>The interquartile range (IQR) = UQ_LQ (1)</p>								Region	Employment rate; Aged 16-64 (persons percentage) in 2012	Rank	North East	66.5	1	North West	69.2	3	Yorkshire and The Humber	69.7	5	East Midlands	71.3	6	West Midlands	68.4	2	East of England	74.5	9	London	69.5	4	South East	74.4	8	South West	73.9	7
Region	Employment rate; Aged 16-64 (persons percentage) in 2012	Rank																																			
North East	66.5	1																																			
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South East	74.4	8																																			
South West	73.9	7																																			

1 (a) (ii) Use the interquartile range results in <i>Figure 1</i> to interpret changes in employment rate in England between April 2008 and April 2012.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
						2	2
Indicative content							
<p>The interquartile range indicates the spread of the middle 50% of the data set around the median value. The lower interquartile range in April 2012 compared to April 2008 indicates that the employment data are more clustered/less dispersed around the mean in 2012 than in 2008 (1)</p> <p>The employment rate in April 2012 shows less variation than the employment rate in 2008 (1)</p> <p>However the extremes at either end of the scale are excluded.</p> <p>Marking Guidance</p> <p>Credit alternative suggestion(s) if it genuinely shows that a conclusion has been drawn</p>							

1.(b) Suggest how the growth of quaternary industries could have impacts for: <ul style="list-style-type: none"> • the local physical environment • how a place is marketed. 	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
In each case, award 1 mark for any of the following, up to a maximum of 2 marks; with a maximum of 2+2			4				4
<p>Local physical environment</p> <ul style="list-style-type: none"> • Less pollution than traditional / smokestack industries (1 mark) • Environment may be improved by landscaping (business parks) (1 mark) • High levels of traffic congestion near hi-tech clusters (1 mark) • Demand for new homes / offices so green belt lost / threatened (1 mark) <p>Credit other valid environmental suggestions.</p> <p>How a place is marketed</p> <ul style="list-style-type: none"> • Promotion of a contemporary / futuristic / technological image of place (for investors / tourists) (1 mark) • Advertising the 'green credentials' of non-polluting / landscaped place (for home-owners) (1 mark) • Quaternary work associated with professionals / middle-classes (for workers) (1 mark) <p>Credit any other valid points.</p>							

1. (c) To what extent does out of town retailing pose a threat to central urban areas?	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
	7			3			10

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 character of out of town retailing, the resultant threats to central urban areas and possible management of those threats. This may include:

- Out-of-town supermarkets and hypermarkets have grown since 1980s often at the expense of town centres. Stores can gain a larger footprint, economies of scale and offer lower prices, accessibility and convenience, huge range of goods under one roof
- Many smaller towns have suffered loss of traditional retail and CBD decline
- This has resulted in the 'doughnut effect' with town centres suffering from increases in vacant retail units, declining environmental quality and a decrease in their social value
- Lack of investment by large companies has resulted employment issues
- Some smaller towns have regenerated through a shift towards entertainment and a diversity of the retail experience (e.g. pop up markets and themed events), in central urban areas
- Some towns are able to improve their physical environment by pedestrianisation, Business Improvement Districts and specialised area such as creative quarters
- Larger cities have often strengthened their retailing (new flagship developments and malls) and diversified into entertainment, or office and service growth

AO2

AO2 demonstrates knowledge and understanding to judge the extent to which out of town retailing poses a threat to central urban areas. Relevant responses may include:

- The extent of the different types of threat to central urban areas, for example social and economic threats
- The extent of the threats to central urban areas of different scale, for example small towns or large cities
- The extent of the threats in different central urban areas, for example S.E. England and areas of industrial decline
- The extent of the threat relative to others e.g. it could be argued that online shopping is a greater threat, or threatens out-of-town retail areas equally
- The extent of the threat relative to the resilience of the central urban area, for example some places have been highly resilient to threat and have adapted well, whereas others have reached a tipping-point / threshold so further decline inevitable

Near the lower end, there will be limited assessment of the threats and little of the underlying assumptions contained in the question.

Credit any other valid approaches.

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Award the marks as follows:		
	AO1 (7 marks)	AO2.1c (3 marks)
Band	<i>Demonstrates knowledge and understanding of out-of-town retail and central urban areas</i>	<i>Applies knowledge and understanding to appraise / judge the threat posed by out of town retailing</i>
3	<p>5-7 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 character of out of town retailing</p> <p>Demonstrates detailed and accurate knowledge and understanding of the threats posed to central urban areas by out of town retailing</p> <p>Demonstrates detailed and accurate knowledge and understanding of the threats posed to central urban areas by other forms of retailing and technological developments</p> <p>Well annotated sketches / diagrams / maps may be used and should be credited</p>	<p>3 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation of the extent to which out of town shopping poses a threat to central urban areas</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation of the extent to which other forms of retailing and technological developments pose threats to central urban areas</p>

2	<p style="text-align: center;">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 character of out of town retailing</p> <p>Demonstrates accurate knowledge and understanding of the threats posed to central urban areas by out of town retailing</p> <p>Demonstrates accurate knowledge and understanding of the threats posed to central urban areas by other forms of retailing and technological developments</p> <p>Sketches / diagrams / maps may be used and should be credited</p>	<p style="text-align: center;">2 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 coherent but partial evaluation of the extent to which out of town shopping poses a threat to central urban areas</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation of the extent to which other forms of retailing and technological developments pose threats to central urban areas</p>
1	<p style="text-align: center;">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 character of out of town retailing</p> <p>Demonstrates a limited knowledge and understanding of the threats posed by central urban areas by out of town retailing</p> <p>Demonstrates limited knowledge and understanding of the threats posed to central urban areas by other forms of retailing and technological developments</p> <p>Basic sketches / diagrams / maps may be used and should be credited</p>	<p style="text-align: center;">1 mark</p> <p>Applies knowledge and understanding to produce an evaluation with limited coherence and support from some evidence</p> <p>Applies knowledge and understanding to produce a limited evaluation of any threat from out of town retailing</p> <p>Limited application of knowledge and understanding to produce a limited evaluation of the extent to which other forms of retailing and technological developments pose threats to central urban areas</p>
	<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>

2. (a) (i) Analyse <i>Figure 2</i> to find <i>qualitative and quantitative</i> evidence showing how Thornton Moor is valued in varying ways by different groups of people.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
In each case, award 1 mark for any of the following up to a maximum of 2 marks; that is a maximum of 2+2 marks						4	4
<p>Qualitative data</p> <ul style="list-style-type: none"> Demonstrates analytical skill by selecting a quotation / viewpoint / representation as qualitative evidence of the how landscape is valued (1 mark) for instance, Anthea Orchard says she will 'fight it to the death' in her interview because she values the landscape (1 mark) <p>Quantitative data</p> <ul style="list-style-type: none"> Uses quantitative data, for example 5,000 visitors a year (1 mark) to suggest the landscape is valued for romantic / heritage / visitor reasons (1 mark) <p>Credit any other valid points.</p>							

2. (a) (ii) Outline <i>three</i> reasons why many people in some rural regions have the problem of low annual incomes.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
Award 1 mark for each of the following reasons with a maximum of 3 marks	3						3
<p>Indicative content</p> <ul style="list-style-type: none"> Declining agricultural employment (1 mark) from such reasons as mechanisation (1 mark) and / or set-aside (1 mark) The post-productive countryside (changing practices) (1 mark) Existing tourism may be seasonal (1 mark), so low annual income (1 mark), zero hours contract (1 mark) Underemployment issues (1 mark), often related to particular groups in family, so lowers overall family income (1 mark) Rural incomes may be part-time (shops, tourism) (1 mark) so low annual income (1 mark) Lack of skills / education might limit employment (1 mark) thus low incomes (1 mark) <p>Credit any other valid points.</p>							

2.(b) Assess the relative importance of demographic and social impacts of counter-urbanisation for rural areas.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
	7			6			13

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 demographic and social impacts of counter-urbanisation for rural areas. This may include:

- Knowledge of the concept of counter urbanisation which includes the social and demographic process of movement from urban to rural areas
- Demographic changes are due to migration and also changes in life expectancy and have an impact on rural population structure
- Social changes may include movement of professionals / different social economic groups (SEGs) into rural regions
- Also credit changes in the character of places and services linked with social changes

The impacts of these changes may include:

- In-migration of young families, with professional parents (may be self-employed or working in service industries) that require services such as schools
- In-migration of retirees from urban areas who may require health services
- Out-migration of young people (though this varies according to isolation / remoteness of areas) and problems of affordable housing
- Naturally ageing population occurs as life expectancy increases and birth rate falls
- Gentrification of villages takes place especially in commuter belt / urban fringes
- Rising house prices in popular areas for migrants may push out lower-income groups, accelerating social change further
- Movement of A8 migrants into some farming areas so increasing ethnic / linguistic diversity
- There are some social reactions attached to this / social tensions in community

AO2

Candidates demonstrate application of knowledge and understanding through an assessment of the relative importance of demographic and social impacts of counter-urbanisation for rural areas. Relevant responses may include:

- Assessment of how these different impacts are interrelated (professional migrants drive housing shortages and accelerate out-migration) and their relative importance
- Assessment of the relative importance of demographic and social impacts in different types of rural place as changes may be different for remote and urban fringe areas
- Assessment which considers that the impacts may on balance be regarded as positive or negative with implications for community sustainability
- Assessment that considers that some impacts can cause thresholds to be crossed (eg local schools / colleges shut down due to selective out-migration)
- Assessment of how the relative importance of demographic and social impacts may change over time

Near the lower end, there will be limited assessment of the relative importance of the impacts and little of the underlying assumptions contained in the question.

Credit any other valid approaches.

Award the marks as follows:

	AO1 (7 marks)	AO2.1c (6 marks)
Band	<i>Demonstrates knowledge and understanding of counter-urbanisation and its associated demographic and social impacts for rural areas</i>	<i>Applies knowledge and understanding to appraise through assessing the relative importance of demographic and social impacts of counter-urbanisation for rural areas</i>
3	<p>5-7 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 counter-urbanisation</p> <p>Demonstrates detailed and accurate knowledge and understanding of the demographic and social impacts for rural areas, with balanced coverage of demographic and social impacts</p> <p>Well annotated sketches / diagrams / maps may be used and should be credited</p>	<p>5-6 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 the relative importance of demographic and social impacts of counter-urbanisation for rural areas</p> <p>Applies knowledge and understanding to assess the influence of time and place on relative importance of demographic and social impacts of counter-urbanisation for rural areas</p> <p>Applies knowledge and understanding to assess the role of inter-relationships in the relative importance of demographic and social impacts of counter-urbanisation for rural areas</p>

<p>2</p>	<p style="text-align: center;">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 counter-urbanisation</p> <p>Demonstrates accurate knowledge and understanding of the demographic and social impacts for rural areas</p> <p>Sketches / diagrams / maps may be used and should be credited</p>	<p style="text-align: center;">3-4 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment that is supported by some evidence</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment of demographic and social impacts and their relative importance, supported by some evidence</p> <p>Applies knowledge and understanding to partially assess the influence of time and place on relative importance of demographic and social impacts of counter-urbanisation for rural areas</p> <p>Applies knowledge and understanding to make a partial assessment of the role of inter-relationships in the relative importance of demographic and social impacts of counter-urbanisation for rural areas</p>
<p>1</p>	<p style="text-align: center;">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 counter-urbanisation</p> <p>Demonstrates limited knowledge and understanding of demographic and social impacts for rural areas</p> <p>Basic sketches / diagrams / maps may be used and should be credited</p>	<p style="text-align: center;">1-2 marks</p> <p>Applies knowledge and understanding to produce an assessment with limited coherence and support from some evidence</p> <p>Limited application of knowledge and understanding to assess the relative importance of demographic and social impacts supported by some evidence</p> <p>Limited application of knowledge and understanding to assess the influence of time and place on relative importance of demographic and social impacts of counter-urbanisation for rural areas</p> <p>Limited application of knowledge and understanding to assess the role of inter-relationships in the relative importance of demographic and social impacts of counter-urbanisation for rural areas</p>
	<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>

Section B: Fieldwork Investigation in Physical and Human Geography

3. (a) Compare the distribution of shopping areas and public buildings in <i>Figure 3</i> .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
Award 1 mark for any of the following up to a maximum of 3 marks; 1 mark only may be awarded for quantification / use of data as shown.					3		3
<p>Indicative content</p> <ul style="list-style-type: none"> Mostly found in the central area west of Charles Street and south of High Street whilst public buildings are to the south of the central area (1 mark) Shopping areas located in the centre whilst public buildings are scattered (1 mark) Shopping areas also line a major road heading from the centre towards the southeast whilst public buildings have no definite link to lines of transport (1 mark) <p>Credit any other valid points.</p>							

3. (b) Suggest possible improvements he could make to the data collection categories used <i>in Figure 3</i> before carrying out his own survey of current land uses.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
Award 1 mark for any of the following up to a maximum of 4 marks						4	4
<p>Indicative content</p> <ul style="list-style-type: none"> Different types of shop might be recorded separately e.g. comparison and convenience (1 mark) Tourist functions may have developed since 1960s (1 mark) Industry may have declined leaving derelict areas that require a new category (1 mark) Shops may have flats above which could require a mixed land use category (1 mark) Different types of residential could be recorded e.g. flats and terraced housing (1 mark) 							

3. (c) Explain how he could use primary and secondary sources of data to survey current land uses.		AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
						5		5
Indicative content								
<p>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.</p> <ul style="list-style-type: none"> • Primary sources include direct field observations recorded on a base map undertaking a land use survey using the classification system. These can be accompanied by photographs. Where land use is unclear, or access is not possible, interviews could be carried out with local residents. • Secondary sources include Street View on Google Earth which provides clear images of land use along all major roads in large urban areas. Ordnance Survey and GOAD maps can be used provided they are up to date. Published sources from local government if they are recent. Previous studies may be of use provided they are relatively recent <p>Credit any other valid approaches.</p>								
Award the marks as follows:								
Band	Marks							
3	4-5 Marks	Clear explanation containing a balance of primary and secondary sources Clear reference to each source's relevance for providing land use data						
2	2-3 Marks	Some explanation of primary and secondary sources (may lack balance) Outline tends to be descriptive with limited reference to the relevance of the sources						
1	1 Marks	Simple explanation of one or two sources (may not distinguish primary and secondary) Outline makes no reference to the relevance of the sources						
	0 marks	Response not creditworthy or not attempted						

3. (d) Suggest two alternative techniques the student could use to present the current land use data shown in Figure 3. Justify your choices.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
			4	4			8

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.

AO2

Candidates demonstrate application of knowledge and understanding through the justification of two alternative techniques the student could use to present land use data rather than merely suggesting alternatives. They may discuss how the shading gradations used in Figure 3 are not very distinct from one another. Relevant responses may include:

- Coloured land use categories would make it easier to distinguish between different land uses. This would make it easier to identify patterns and anomalies
- The use of more distinctive black and white shading (residential and commercial are similar) would make the map clearer and therefore make it easier to identify patterns and anomalies
- Use of geo-located data / embedded images or charts using Google Earth would enable the results and map to be manipulated. In addition, it would make it easier to explain any patterns that might emerge
- Annotated photographs to show characteristics of each zone would help to give the results context. This would also help to explain any patterns that might emerge

Near the lower end, there will be limited justification of the two alternative techniques suggested.

Credit any other valid approaches.

AO3

AO3 content encompasses a knowledge and understanding of alternative techniques of producing a land use map or alternative techniques of presenting the information. This may include:

- Coloured land use categories to distinguish between different land uses
- The use of more distinctive black and white shading (residential and commercial are similar)
- Use of geo-located data / embedded images or charts using Google Earth
- Annotated photographs to show characteristics of each zone

Award the marks as follows		
	AO2.1c (4 marks)	AO3.1 (4 marks)
Band	<i>Applies (AO2.1c) to appraise / judge through justifying the choice of two alternative techniques</i>	<i>Demonstrates use of alternative methods and techniques</i>
3	<p>3-4 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 two techniques, which shows consideration of the advantages of alternative techniques</p>	<p>3-4 marks</p> <p>Accurate account of two appropriate alternative techniques that could be used</p>
2	<p>2 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 two techniques, which shows consideration of the advantages of the alternative techniques</p>	<p>2 marks</p> <p>A partial account of two appropriate alternative techniques that could be used</p>
1	<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 one or two alternative techniques</p>	<p>1 mark</p> <p>Limited account of one or two appropriate alternative techniques that could be used</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>

<p>4. Assess the importance of planning to the success of your fieldwork investigation in <i>physical</i> geography.</p> <p><i>You should state clearly the title of your physical geography investigation.</i></p>	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
	5			5			10

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 planning stage of a fieldwork investigation. This may include:

- Researching the theoretical background of the physical by using textbooks (hard copy or online), academic journals and geography magazines
- Selecting the appropriate fieldwork questions to be investigated using the theoretical background established in the research
- Deciding what data is required to investigate the fieldwork questions selected and the sampling process that is required for its collection
- Deciding on the techniques and equipment to be used to collect data and the recording process
- Identifying and assessing the risks and ethical issues involved in the fieldwork investigation.

AO2

Candidates demonstrate knowledge and understanding to assess the importance of planning to the success of the stated fieldwork investigation. Relevant responses may include:

- Researching the theoretical background is important as it provides understanding and allows informed decisions to be made about the formulation of fieldwork questions
- Selection of appropriate fieldwork questions is important as it provides an academic focus and provides a framework for the collection of relevant data
- Deciding on the appropriate data to collect and formulating a sampling process is important as it provides valid information that is not biased
- Deciding on the equipment needed and the recording process is important as it aids in the collection of more accurate data that can then be processed and analysed
- Identifying and assessing risks is important as it provides for safe fieldwork
- Overall planning is important as it overcomes time constraints

If no direct references are made to a specific 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:		
	AO1 (5 marks) <i>Demonstrates knowledge and understanding of the planning stage in the fieldwork investigation</i>	AO2.1c (5 marks) <i>Applies knowledge and understanding through assessing the importance of the planning process in the fieldwork investigation</i>
Band		
3	<p>4-5 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 features of the planning stage of an investigation</p> <p>Demonstrates detailed and accurate knowledge and understanding of risk and ethical issues and the use of a confident theoretical and contextual background to produce well-researched question(s)</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 from their own fieldwork investigation 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 the importance of planning to the success of their investigation</p> <p>Applies knowledge and understanding to produce a thorough and coherent assessment of the importance of formulating appropriate fieldwork questions and collecting relevant, unbiased and accurate data</p> <p>Applies knowledge and understanding to produce a thorough and coherent assessment of the importance of safety in fieldwork in their own fieldwork investigation</p>
2	<p>2-3 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 features of the planning stage of an investigation</p> <p>Demonstrates accurate knowledge and understanding of risk and ethical issues and use of a secure theoretical and contextual background to produce defined research question(s)</p> <p>Sketches / diagrams / maps may be used and should be credited</p>	<p>2-3 marks</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a coherent but partial assessment that is supported by evidence</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment of the importance of planning to the success of their investigation</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment of the importance of formulating appropriate fieldwork questions and collecting relevant, unbiased and accurate data</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment of the importance of safety in fieldwork in their own fieldwork investigation</p>

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1	<p style="text-align: center;">1 mark</p> <p>Demonstrates limited knowledge and understanding through the use of a limited number of undeveloped examples</p> <p>Demonstrates limited geographical knowledge and understanding of the features of the planning stage of an investigation</p> <p>Demonstrates limited knowledge and understanding of risk and ethical issues and use of a limited theoretical and contextual background to produce research question(s)</p> <p>Basic sketches / diagrams / maps may be used and should be credited</p>	<p style="text-align: center;">1 mark</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce an assessment with limited coherence and support from some evidence</p> <p>Limited application of knowledge and understanding to assess the importance of planning to the success of an investigation</p> <p>Limited application of knowledge and understanding to assess the importance of formulating appropriate fieldwork questions and collecting relevant, unbiased and accurate data</p> <p>Limited application of knowledge and understanding to assess the importance of safety in a fieldwork investigation</p>
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted of context</p>	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

<p>5. With reference to your fieldwork investigation in human geography, to what extent was your sampling technique successful?</p> <p><i>You should state clearly the title of your human geography investigation.</i></p>	AO1	AO2.1a	AO2.1b	AO2.1c	AO3.1	AO3.2	Total
				6	4		10

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.

A03

A03 content encompasses investigating questions and issues and in the context of the question refers to sampling techniques appropriate to the stated human geography investigation. This may include:

- Random sampling - this form of sampling is generated randomly by using random number tables or the random number button on a calculator, with every member of the population having an equal chance of being selected
- Systematic sampling - the sample is collected in a consistent manner by selecting, for example, every tenth person or house
- Stratified sampling - this form of sampling requires knowledge about the target population, with samples taken from sub-sets of the total population
- Pragmatic sampling – based on practical reasons, for example you cannot trespass on private property

Within these techniques there are three methods: point, line and area:

- Point - involves choosing individual points and sampling at this points
- Line - involves taking measurements along a line
- Area - the total area under investigation is divided into small sub-areas

A02

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

- The extent to which the technique helped to avoid bias in the sample taken and made sure that the data was representative of the population from which it was drawn
- Whether the technique was a good analytical tool and allowed valid conclusions to be drawn from the data collected
- Whether the technique was practicable
- Whether the sample size was appropriate
- The extent to which people were willing to participate in data collection using the chosen technique
- The extent to which the spatial and temporal characteristics of the sample collected by the technique impacted on its reliability

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

Answers that score well will:

- Evaluate the chosen sampling technique by giving reasons for using the technique
- Evaluate the strengths of the chosen technique, along with the limitations and possible improvements that could have been made

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

Credit any other valid points.

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Award the marks as follows:		
Band	AO2.1c (6 marks) <i>Applies knowledge and understanding to judge to what extent through evaluating the success of a chosen sampling technique</i>	AO3.1 (4 marks) <i>Demonstrates use of one sampling technique in the fieldwork investigation with evaluation based on evidence</i>
3	<p>5-6 marks</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a thorough and coherent evaluation that is supported by evidence</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a thorough and coherent evaluation to judge the extent to which the sampling technique provided reliable data</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a thorough and coherent evaluation to judge the extent to which the sampling technique allowed valid conclusions to be reached</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a thorough and coherent evaluation to judge the extent to which the sampling technique was practicable in the collection of data</p>	<p>3-4 marks</p> <p>Demonstrates evidence that fieldwork skills were used appropriately and effectively to investigate geographical questions and issues</p> <p>Demonstrates through evaluation of the experience, the practical advantages of a sampling technique supported by appropriate evidence from their investigation</p>
2	<p>3-4 marks</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a coherent but partial evaluation that is supported by some evidence</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a coherent but partial evaluation to judge the extent to which the sampling technique provided reliable data</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a coherent but partial evaluation to judge the extent to which the sampling technique allowed valid conclusions to be reached</p> <p>Applies knowledge and understanding from their own fieldwork investigation to produce a coherent but partial evaluation to judge the extent to which the sampling technique was practicable in the collection of data</p>	<p>2 marks</p> <p>Demonstrates partial evidence that fieldwork skills were used appropriately and effectively to investigate geographical questions and issues</p> <p>Demonstrates partial evaluation of the experience and the practical advantages of a sampling technique partially supported by mostly appropriate evidence from their investigation</p>

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1	<p style="text-align: center;">1-2 marks</p> <p>Applies knowledge and understanding from fieldwork to produce an evaluation with limited coherence and support from some evidence</p> <p>Limited application of knowledge and understanding from fieldwork to judge the extent to which the sampling technique provided reliable data</p> <p>Limited application of knowledge and understanding from fieldwork to judge the extent to which the sampling technique allowed valid conclusions to be reached</p> <p>Limited application of knowledge and understanding from fieldwork to judge the extent to which the sampling technique was practicable in the collection of data</p>	<p style="text-align: center;">1 mark</p> <p>Demonstrates limited evidence that fieldwork skills were used appropriately and effectively to investigate geographical questions and issues</p> <p>Demonstrates limited evaluation of the experience and the practical advantages of a sampling technique</p> <p>Lack of supporting evidence from their investigation</p>
	<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>