



GCSE GEOGRAPHY 8035/3

Paper 3 Geographical applications

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Point marked questions marking instructions

The mark scheme will state the correct answer or a range of possible answers, although these may not be exhaustive. It may indicate how a second mark is awarded for a second point or developed idea. It may give an indication of unacceptable answers.

One mark questions will not need ticks or crosses or NC (no credit). 2 and 3 mark questions will require ticks to show where credit is being awarded. The number of ticks must equal the mark awarded. You do not need to use crosses to indicate answers that are incorrect.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor is linked to the Assessment Objective(s) being addressed. The descriptor for the level shows the average performance for the level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

All levels marked questions will have the level awarded at bottom left of response, which might be on an additional page. Creditworthy parts of an answer can (optionally) be highlighted.

Step 1 Determine a level

Descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 2 with a small amount of Level 3 material it would be placed in Level 2 but be awarded a mark near the top of the level because of the Level 3 content. For instance, in a 9 mark question with three levels of response, an answer may demonstrate thorough knowledge and understanding (AO1 and AO2) but fail to respond to command words such as assess or evaluate (AO3). The script could still access Level 2 marks. Note that the mark scheme is not progressive in the sense that students don't have to fulfil all the requirements of Level 1 in order to access Level 2.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will also help. There will generally be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment of spelling, punctuation, grammar and use of specialist terminology (SPaG)

Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated 9 mark questions. In each of these questions, three marks are allocated for SPaG as follows:

- **High performance** – 3 marks
- **Intermediate performance** – 2 marks
- **Threshold performance** – 1 mark

Responses with SPaG marks that gain a mark of 0 for the content/skills of the question can still be awarded SPaG marks if the response is judged to be a genuine attempt to answer the question.

Assessing SPaG when students use a scribe or word processor

Students using a scribe or word processor can access some, or all, of the marks available for SPaG provided there is sufficient evidence that it is their work. The JCQ scribe cover sheet attached to their scripts must show what was dictated or which facilities were disabled on the word processor. Students using a scribe can access marks for SPaG as follows:

Students who dictate their answers are eligible for marks awarded for grammar. This is a third of the total marks awarded for SPaG.

Students who dictate their answers and indicate punctuation are eligible for marks awarded for punctuation and grammar. This is two thirds of the total marks awarded for SPaG. The cover sheet must indicate that both punctuation and grammar were dictated.

Students who dictate their answers, indicate punctuation and spell out every word are eligible for all SPaG marks. The cover sheet must indicate that spelling, punctuation and grammar were dictated.

General guidance

- Mark schemes should be applied positively. Examiners should look for qualities to reward rather than faults to penalise. They are looking to find credit in each response they mark. Unless the mark scheme specifically states, candidates must never lose marks for incorrect answers.
- The full range of marks should be used. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Do NOT add ticks to level-marked questions – use the highlight tool/brackets to signify what is relevant.
- Sometimes there are specific “triggers” in the mark scheme that enable higher level marks to be awarded. For instance, an example or case study may be required for Level 3 if it is stated within the question.
- Where a source, such as a photograph or map, is provided as a stimulus it should be used if requested in the question, but credit can often be given for inferred as well as direct use of the source.

- Always be consistent – accept the guidelines given in the mark scheme and apply them to every script
- If necessary make comments to support the level awarded and to help clarify a decision you have made.
- Examiners should revisit standardised script answers as they apply the mark scheme in order to confirm that the level and the mark allocated is appropriate to the response provided.
- Mark all answers written on the examination paper.

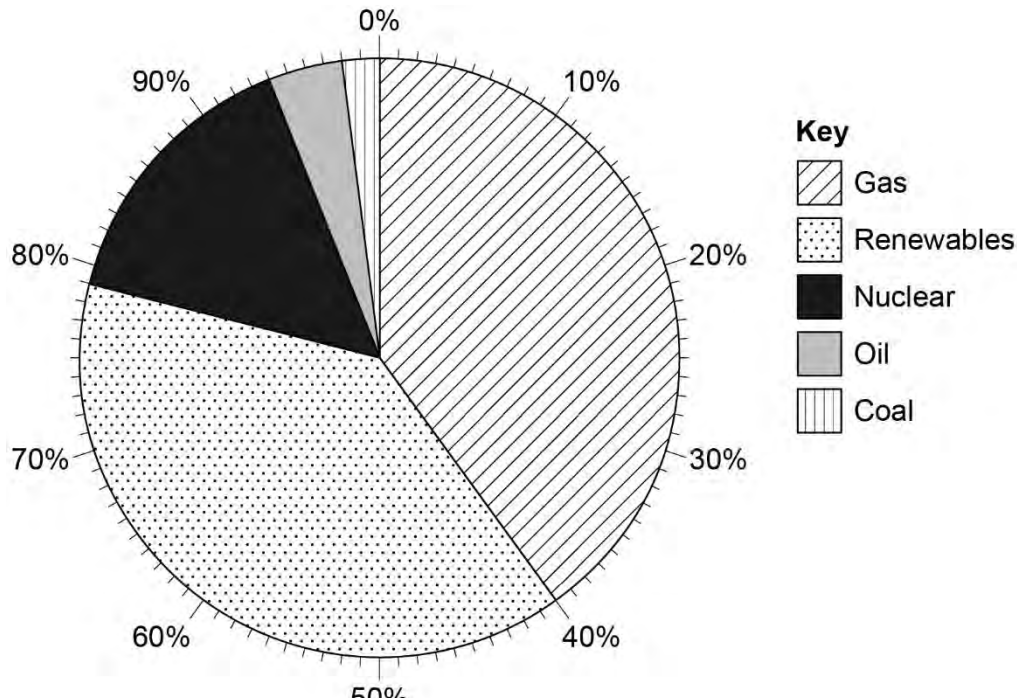
Section A: Issue evaluation

Qu	Pt	Marking Guidance	Total marks
01	1	Describe the changes to total energy consumption in the UK (1990–2021). 2 x 1 mark 1 mark for each single observation about part of the timeline/whole of the timeline Changes to total energy might include: • Increase from 1990 to 2000 /2001 • Relatively stable 2000–2005 • General decline between 2005 and 2020 / General decline 2004/2005–2020 with fluctuations • Increase 2020–2021 • Overall decrease (1990–2021) • Drops to lowest total in 2020-2021 • Goes up and down/fluctuates Answers do not need to quote specific data. Accept any other reasonable changes to total energy consumption No credit for energy sectors such as services, transport etc. AO4 – 2 marks	2

01	2	Suggest TWO reasons why energy consumption for transport might decrease in the future. 2×1 mark Possible answers might include: • Increasing number of electric/hybrid vehicles (might reduce fossil fuel demand) • More efficient cars/vehicles • Increasing costs of cars • Increasing use of public transport • Increasing use of cycling/development of cycle tracks • People encouraged to walk (to work) • People working from home • Increasing cost of fuel • Road pricing/vehicle taxation • Government policy restricting private vehicles • Increasing awareness of carbon footprint issues/sustainability/reduced global or overseas travel • More car sharing schemes No credit for stating that fewer people using transport No credit for improved technology unless specifically linked to transport AO3 – 2 marks	2
01	3	In which year were energy exports from the UK highest? D 1998 AO4 – 1 mark	1

01	4	Explain why energy security is important in helping to achieve social and economic well-being. <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3 (Detailed)</td> <td>5–6</td> <td> AO2 – Demonstrates detailed understanding using evidence of what is meant by energy security and how it might impact social and economic well-being. AO3 – Demonstrates detailed application of understanding by expressing links between energy security and specific social and economic activities that affect well-being. </td> </tr> <tr> <td>2 (Clear)</td> <td>3–4</td> <td> AO2 – Demonstrates clear understanding by showing some awareness of what is meant by energy security and how it might impact social and/or economic well-being. AO3 – Demonstrates clear application of understanding by expressing the importance of energy in relation to social and/or economic activities. </td> </tr> <tr> <td>1 (Basic)</td> <td>1–2</td> <td> AO2 – Basic understanding of the importance of energy to everyday aspects of life. AO3 – Basic consideration of the importance of energy with some exemplification. </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </tbody> </table> • Level 3 (detailed) responses – Considers energy security in relation to some aspects of the 4 “A”s of energy security expressed in the resources. Offers an evidenced explanation of the significance of energy in terms of both social and economic well-being, by using some exemplification of both social and economic factors (employment/industry – income; transportation – work and leisure related; leisure/tourism opportunities; infrastructure delivery – energy/water/technology; social services – healthcare/education). • Level 2 (clear) responses – Shows an understanding that energy is fundamental to different aspects of life with actual/implied links to social and/or economic factors. Either some mention of economic and social factors, which is not always balanced OR more extended consideration of either economic or social factors. Limited evaluative reference to the idea of well-being. • Level 1 (basic) responses – Shows an awareness of the importance of energy and how the quality of life would be limited without access to energy. <u>Indicative content</u> • The resource offers a definition of energy security which considers aspects of reliability, affordability and sustainability, with links to how a lack of energy security would affect daily activities. • The 4 key factors of energy security are identified (availability; accessibility; affordability and acceptability). • Specific links between energy security, food supply and economic development are mentioned in Figure 1.	Level	Marks	Description	3 (Detailed)	5–6	AO2 – Demonstrates detailed understanding using evidence of what is meant by energy security and how it might impact social and economic well-being. AO3 – Demonstrates detailed application of understanding by expressing links between energy security and specific social and economic activities that affect well-being.	2 (Clear)	3–4	AO2 – Demonstrates clear understanding by showing some awareness of what is meant by energy security and how it might impact social and/or economic well-being. AO3 – Demonstrates clear application of understanding by expressing the importance of energy in relation to social and/or economic activities.	1 (Basic)	1–2	AO2 – Basic understanding of the importance of energy to everyday aspects of life. AO3 – Basic consideration of the importance of energy with some exemplification.		0	No relevant content.	6
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		• Consideration of how a lack of energy reliability and increasing energy prices can have a significant effect on living standards. • The energy consumption graph (Figure 1) indicates clearly the different areas where energy is used (domestic, industry, transport and services). This gives a clear indication of the general economic and social importance of energy supply. • There are a range of economic factors that might be considered, largely related to industry and the ability to earn a living and transportation. • There are a range of social factors that might be considered, including links to service provision (healthcare, education), person communication and leisure activities. • In some cases the distinction between economic and social may not be totally clear, for example infrastructure requires energy and is important both in economic and social terms. AO2 – 3 marks AO3 – 3 marks	
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01	5	Complete the pie chart below using the following data. 1 mark for accurately dividing up the remaining sector in relation to Gas and Renewables (any order). Line must touch the outer circle. 1 mark for accurate shading in relation to the two sectors  Key - Gas - Renewables - Nuclear - Oil - Coal AO4 – 2 marks	2
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01	6	What percentage of the UK's electricity energy mix (2020) came from fossil fuels (oil, gas and coal)? 46(%) AO4 – 1 mark	1
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01	7	Name ONE country in Europe where the wind and solar share of electricity generation was 5–9.9% in 2021. Norway or France (accept Slovenia; Serbia; Bulgaria; Bosnia/Herzegovina; Slovakia; Czech Republic; Latvia) AO4 – 1 mark	1
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02	1	‘All types of renewable energy generation have an impact on the physical environment.’ Discuss this statement. <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3 (Detailed)</td><td>5–6</td><td> AO2 – Demonstrates detailed understanding by using evidence to show how different types of renewable energy can impact the physical environment. AO3 – Demonstrates detailed application of understanding by using evidence from the resources to discuss how different types of renewable energy can impact the physical environment. </td></tr><tr><td>2 (Clear)</td><td>3–4</td><td> AO2 – Demonstrates clear understanding by showing some awareness of how different types of renewable energy can impact the physical environment. AO3 – Demonstrates clear application of understanding by using evidence from the resources to consider the effects of different types of renewable energy can impact the physical environment. </td></tr><tr><td>1 (Basic)</td><td>1–2</td><td> AO2 – Basic understanding of how renewable energy can impact the physical environment. AO3 – Basic consideration of how renewable energy can impact the physical environment. </td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> • Level 3 (detailed) responses – Offers a detailed and evidenced discussion in relation to the impacts of different types of renewable energy on the physical environment with some exemplification of the impacts of different renewable energy sources. • Level 2 (clear) responses – Shows an understanding that renewable energy generation can impact environments by considering different energy sources and different impacts. • Level 1 (basic) responses – Shows an awareness of some impacts of renewable energy generation on the physical environment. <u>Indicative content</u> • Impacts can be positive or negative. May be linked to mitigation of climate change. • Each example on Figure 2 suggests that there are particular issues associated with each type of renewable energy generation.	Level	Marks	Description	3 (Detailed)	5–6	AO2 – Demonstrates detailed understanding by using evidence to show how different types of renewable energy can impact the physical environment. AO3 – Demonstrates detailed application of understanding by using evidence from the resources to discuss how different types of renewable energy can impact the physical environment.	2 (Clear)	3–4	AO2 – Demonstrates clear understanding by showing some awareness of how different types of renewable energy can impact the physical environment. AO3 – Demonstrates clear application of understanding by using evidence from the resources to consider the effects of different types of renewable energy can impact the physical environment.	1 (Basic)	1–2	AO2 – Basic understanding of how renewable energy can impact the physical environment. AO3 – Basic consideration of how renewable energy can impact the physical environment.		0	No relevant content.	6
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		• Biomass – burning biomass can create pollution issues. • Hydro-electricity – can result in flooding areas or change river systems. • Wind turbines – take up space, can be noisy and unsightly. • Geothermal energy – takes up space, often quite large, intrusive buildings. • Wave energy/Tidal energy – structures in the sea/on the seabed can affect the marine environment • Solar panels – can look unsightly and take up land • Environmental impacts can be related to loss of habitats, changing habitats/ecosystems, impact on particular animals (birds-wind turbines), noise, visual pollution, air pollution, smell (biomass/burning). • Manufacturing/disposal of renewable energy technology can have negative environmental impacts. AO2 – 3 marks AO3 – 3 marks	
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02	2	Suggest why the proposed Morecambe Bay and Duddon Estuary scheme is a multi-use project. <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>2 (Clear)</td><td>3–4</td><td>AO3 – Uses the resources effectively to show a clear understanding of the idea of “multi-use” by outlining how the Morecambe Bay and Duddon Estuary scheme has a variety of uses.</td></tr><tr><td>1 (Basic)</td><td>1–2</td><td>AO3 – Some basic awareness of the idea of “multi-use” which offers an understanding that the Morecambe Bay and Duddon Estuary scheme has more than one use.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> • Level 2 (clear) responses – Demonstrates a general understanding of the concept of “multi-use” and relates this to the Morecambe Bay and Duddon Estuary scheme by outlining a number of different uses/potential uses of the scheme. • Level 1 (basic) responses – A definitional answer which gives some understanding of the idea of different uses with limited evidence from the resources to support the idea that the Morecambe Bay and Duddon Estuary scheme is a multi-use scheme. Basic idea of the scheme improving transport and generating energy. <u>Indicative content</u> • The scheme is clearly defined as a multi-use scheme in Figure 2. • The direct uses are identified as energy generation and transportation infrastructure. • There are a number of observations which could be considered as “uses”, including the link to local business and the potential economic boost to the area. • The map and text suggest that the area has significant recreational and tourism value and the Morecambe Bay and Duddon Estuary scheme may encourage greater use because of the enhanced transport links (reducing travel times and potentially easing congestion). • The development of infrastructure and energy generation might encourage the development of new industries. • The potential increase in visitor numbers might increase opportunities in the fishing industry. AO3 – 4 marks	Level	Marks	Description	2 (Clear)	3–4	AO3 – Uses the resources effectively to show a clear understanding of the idea of “multi-use” by outlining how the Morecambe Bay and Duddon Estuary scheme has a variety of uses.	1 (Basic)	1–2	AO3 – Some basic awareness of the idea of “multi-use” which offers an understanding that the Morecambe Bay and Duddon Estuary scheme has more than one use.		0	No relevant content.	4
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03	The social and economic benefits of the Morecambe Bay and Duddon Estuary tidal gateway project are greater than the environmental costs. To what extent do you agree? Use evidence from the resources booklet and your own understanding. <table border="1" data-bbox="355 461 1388 1579"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3 (Detailed)</td><td>7–9</td><td> AO3 – Demonstrates thorough application of knowledge and understanding in relation to the question and offers carefully considered evaluative observations which are supported by evidence from the resources. AO3 – Identifies and develops a wide range of points from the resources which shows a sound understanding of the complexity of the question. AO4 – Communicates ideas with clarity and good use of geographical terminology </td></tr> <tr> <td>2 (Clear)</td><td>4–6</td><td> AO3 – Demonstrates reasonable knowledge and understanding in consideration of the question and offers some evaluative judgement. AO3 – Uses a range of evidence from the resources with a clear attempt to develop or link evidenced points. AO4 – Communicates ideas effectively with some use of geographical terminology </td></tr> <tr> <td>1 (Basic)</td><td>1–3</td><td> AO3 – Basic application of knowledge and understanding in considering the question and limited attempt to offer evaluative judgement. AO3 – A narrow range of evidence from the resources which is largely copied. AO4 – Communicates ideas using basic language with limited geographical terminology </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> • Level 3 (detailed) – Demonstrates thorough application of knowledge and understanding in relation to the question and offers carefully considered evaluative observations which are supported by evidence from the resources. Identifies and develops a wide range of points from the resources which consider both social and economic benefits and environmental costs and shows a sound understanding of the complexity of the question. Communicates ideas with clarity and good use of geographical terminology. • Level 2 (clear) – Demonstrates reasonable knowledge and understanding in consideration of the question and offers some evaluative judgement. Uses a range of evidence from the resources which consider both social and/or economic benefits and environmental costs and clearly attempts to develop or link evidenced points. Communicates ideas effectively with some use of	Level	Marks	Description	3 (Detailed)	7–9	AO3 – Demonstrates thorough application of knowledge and understanding in relation to the question and offers carefully considered evaluative observations which are supported by evidence from the resources. AO3 – Identifies and develops a wide range of points from the resources which shows a sound understanding of the complexity of the question. AO4 – Communicates ideas with clarity and good use of geographical terminology	2 (Clear)	4–6	AO3 – Demonstrates reasonable knowledge and understanding in consideration of the question and offers some evaluative judgement. AO3 – Uses a range of evidence from the resources with a clear attempt to develop or link evidenced points. AO4 – Communicates ideas effectively with some use of geographical terminology	1 (Basic)	1–3	AO3 – Basic application of knowledge and understanding in considering the question and limited attempt to offer evaluative judgement. AO3 – A narrow range of evidence from the resources which is largely copied. AO4 – Communicates ideas using basic language with limited geographical terminology		0	No relevant content.	9 + 3 SPaG
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		geographical terminology. Answers need not be balanced, but there should be some reference to both environmental and social/economic elements. • Level 1 (basic) – Basic application of knowledge and understanding in considering the question and limited attempt to offer evaluative judgement. Identifies a narrow range of points from the resources which are largely copied with little or no development. Communicates ideas using basic language with limited geographical terminology. <u>Indicative content</u> • The development is expensive (estimate £8 plus billion). • As an energy development it would be seen as potentially economically unviable. • As a multi-use project it is more economically viable. • It will produce sustainable energy and add to the UK's energy security. • It will provide the opportunity for the development of high-tech training and employment opportunities. • The area around Barrow-in-Furness is a deprived area and the development may help to regenerate the area. • It may encourage movement away from Barrow-in-Furness which will create a negative multiplier effect. • It will create a positive multiplier effect with the opening of new business opportunities. • It will ease traffic congestion issues, especially during the summer months. • The barrier will protect against rising sea levels. • It might attract increasing numbers of visitors, causing congestion and impacting local residents. • The scale of the project is too large for the area. • There is an argument that suggests that it may be a "National good" but a "Local cost". • The environment is seen as especially valuable (rare salt marsh and mud flats). • There are a number of nature reserves in the area that might be affected. • The tidal regime behind the barrage will be changed. • Sediment movement patterns may change, affecting marine life. • The development will disturb the marine environment. • The development might affect migrating birds. • The area has special environmental significance and has environmentally protected areas. • It is an area which attracts a lot of visitors, the tourist industry might be negatively affected. • There will be significant social and economic disturbance during the building phase. • It will take a long time to complete. • It may be seen as an example which could be used elsewhere. AO3 – 6 marks AO4 – 3 marks	
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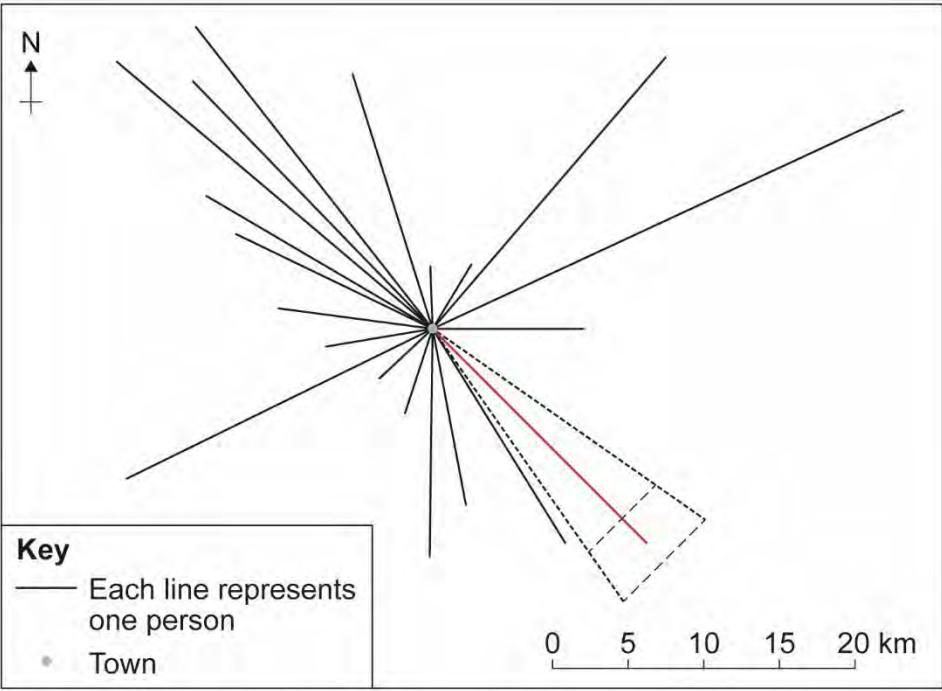
	Spelling, punctuation and grammar (SPaG) Responses with SPaG marks that gain a mark of 0 for the content/skills of the question can still be awarded SPaG marks if the response is judged to be a genuine attempt to answer the question. High performance • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate. Intermediate performance • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate. Threshold performance • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate. No marks awarded • The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.	3 2 1 0
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Section B: Fieldwork

Qu	Pt	Marking guidance	Total marks
04	1	What is the straight-line distance from Site A to Site F? 580–620 (metres) AO4 – 1 mark	1
04	2	The students used the following table to help them analyse their primary data. Complete the table by adding: • the mean width of the river • the range of the maximum depth of the river. The mean width of the river: 280 The range of the maximum depth of the river: 22 AO4 – 2 marks	2
04	3	The students wanted to analyse the relationship between the width and maximum depth of the river. Which one of the following presentation methods would be helpful to them? One mark for the correct answer. D – Scattergraph No credit if two or more statements are shaded. AO4 – 1 mark	1
04	4	What conclusions can the students make about the relationship between the width and maximum depth of the river? 1 mark – General relationship is positive/width and depth increase 1 mark – Use of data to express the relationship (not just quoting data) 1 mark – Considering any potential anomalies (Site B is a sequence anomaly) 1 mark – Observation about the difficulty of drawing conclusions with limited data 1 mark - Suggestion that lateral/vertical erosion is occurring AO3 – 2 marks	2

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04	5	Suggest two ways that the river investigation could be adapted to allow the students to collect more useful data. 2 x 1 mark Any reasonable point which clearly relates to the existing data and is appropriate in relation to the aim of the investigation. Points might include: • More data collection points/smaller or larger intervals • Use a different type of sampling eg systematic • Longer stretch of the river • Different times/seasons/days • Repeated readings at each site • Different weather conditions • More accurate equipment • Other appropriate data collection methods (photographs/field sketches) • Sediment sampling (affecting depth)/velocity/discharge measurements • Collect data on straighter part of the river's course (as well as meanders) No credit for suggesting that another river should be investigated AO4 – 2 marks	2
04	6	Using Figure 6, how many people said they travelled to the town by car? 14 AO4 – 1 mark	1

04	7	Complete the desire line map (Figure 7) by adding the following information from one visitor. Direction travelled from – South east Distance travelled – 20 km Direction and distance completed (1 mark for direction and 1 mark for distance) Direction (125–145 degrees) Distance (18–22 km) Cone indicates acceptable limits for direction and distance. No credit if line is outside limits of the cone.  Key — Each line represents one person • Town 0 5 10 15 20 km AO4 – 2 marks	2
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04	8	Suggest one additional question the students could use to collect information for their investigation. Question must relate in some way (directly/indirectly) to the investigation which is about visitor travel. Question must not revisit existing questions (mode of transport/where you came from) Possible ideas: • How long it took (to reach the destination) • How much it cost • How many people in a car • Question about parking • How long you are staying (which might relate to mode of transport) • How often you visit/have you visited previously? (which might relate to mode of transport) • Why you visit (which might relate to mode of transport). AO4 – 1 mark	1
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04	9	To what extent are the students able to draw reliable conclusions about the quality of the two shopping centres from the data in Figure 8? <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>2 (Clear)</td><td>3–4</td><td> AO3 – Clear evaluation of the effectiveness of the data collection method linked to reliability of conclusions. Or clear analysis of the data (Figure 8) in reaching a reliable judgement about the quality of the two shopping centres. AO4 – Clear use/implied use of data in Figure 8 (both totals and individual factors) to reach a reliable judgement. </td></tr><tr><td>1 (Basic)</td><td>1–2</td><td> AO3 – Limited evaluation of the effectiveness of the data collection method linked to reliability of conclusions. Or limited analysis of the data (Figure 8) and makes a largely unsubstantiated judgement about the two shopping centres. AO4 – Basic use/implied use of data in Figure 8. </td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Level 2 (Clear) - Responses may either evaluate the extent to which reliable conclusions can be drawn or may analyse the data to make a clear evaluative judgement about the quality of the two shopping centres. Level 1 (Basic) - Responses may either make a limited evaluation of the extent to which reliable conclusions can be drawn or make limited use of the data to make a simple judgement about the quality of the shopping centres <u>Indicative content</u> - the extent that reliable conclusions can be drawn may be limited by sample size. - the survey is subjective and based on personal opinion/ results biased by one opinion (Shopping centre X – Person D) - people interviewed may not be local - scoring scale is too narrow/default value is 2 - there are other factors that might be considered when assessing the quality of the shopping centres eg range of criteria is limited, use of primary vs secondary data - one is better than the other (Y has three areas higher) - there is not much difference (only car parking is very different) - the judgement may be based on individual needs (car parking) - without car parking the totals are fairly similar (36 and 42) AO3 – 2 marks AO4 – 2 marks	Level	Marks	Description	2 (Clear)	3–4	AO3 – Clear evaluation of the effectiveness of the data collection method linked to reliability of conclusions. Or clear analysis of the data (Figure 8) in reaching a reliable judgement about the quality of the two shopping centres. AO4 – Clear use/implied use of data in Figure 8 (both totals and individual factors) to reach a reliable judgement.	1 (Basic)	1–2	AO3 – Limited evaluation of the effectiveness of the data collection method linked to reliability of conclusions. Or limited analysis of the data (Figure 8) and makes a largely unsubstantiated judgement about the two shopping centres. AO4 – Basic use/implied use of data in Figure 8.		0	No relevant content.	4
Level	Marks	Description													
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	0	No relevant content.													

05	1	Outline how using secondary data can be useful in a fieldwork enquiry. 1x2 or 2x1 It is the 'usefulness of secondary data to the enquiry itself' which is the focus of the question; do not credit answers which discuss how easy it is to access/collect secondary data. 1 mark for saying why secondary data is useful. Examples might include: • Provides extra data. (1) • It is information collected/verified/fact checked by other people. (1) • It has been collected at a different time and/or date. (1) • Useful for providing a locational context (1) • Environment Agency data gave useful information about river flows (1) • Useful for comparing information (1) 2nd mark for limited explanation or second separate point • Provides extra data (1) so it gives more data to use (d)(1) / helps improve results and/or conclusions. (d)(1) • It is information collected by other people (1) so it can reduce bias and/or balance the data collected. (d)(1) • It has been collected at a different time and/or date (1) which widens/improves the range of data collected (d)(1) / is useful for looking at changes over time. (d)(1) AO3 – 2 marks	2
05	2	For EITHER your human OR your physical geography enquiry suggest the advantage(s) of ONE sampling strategy for collecting primary data. Sampling strategies include: • random • stratified • systematic. Answer can relate to either the human or physical geography enquiry. Answers will be dependent upon the type of investigation being undertaken. Credit can only be given to one technique. First mark awarded for clarification of strategy. 1-2 further marks for developed points - these elaboration marks are still available if first mark is not awarded. • Samples are taken without any pattern. (1) • Samples contain equal numbers of results in each category. (1) • Samples are taken using an agreed system/agreed regular intervals. (1) • Samples are taken without any pattern (1) so every pebble/building has an equal chance of being selected. (d)(1) • Samples contain equal numbers of results in each category (1) taken from the whole range available.(d) (1) • Samples are taken using an agreed system/agreed regular intervals (1) this ensures data is collected every 10 minutes/10 cm/10th person. (d)(1) • Samples are taken without any pattern (1) so every pebble/building has an equal chance of being selected (d)(1) which reduces bias and/or increases equality. (d)(1)	3

		• Samples contain equal numbers of results in each category (1) taken from the whole range available(d)(1) to ensure all pebble sizes/gender/age ranges are included in equal numbers.(d)(1) • Samples are taken using an agreed system/agreed regular intervals (1) this ensures data is collected every 10 minutes/10 cm/10th person (d)(1) this improves accuracy/comparability of the data collected. (d)(1) Credit also the view that sampling strategies may not be advantageous, where qualified. AO3 – 3 marks	
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05	3	You used one or more data collection methods in your human geography enquiry. Justify the use of your data collection method(s). Answer must relate to a human geography enquiry. Answers will be dependent upon the type of investigation being undertaken. Max L1 if answer is related to a physical geography enquiry. <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3 (Detailed)</td><td>5–6</td><td>AO3 – Offers detailed justification of the method(s) used AO3 – Makes a detailed judgement about how the method(s) used helped to ensure accurate data collection.</td></tr><tr><td>2 (Clear)</td><td>3–4</td><td>AO3 – Offers clear justification the method(s) used AO3 – Makes a clear judgement about how the method(s) used helped to ensure accurate data collection.</td></tr><tr><td>1 (Basic)</td><td>1–2</td><td>AO3 – Offers basic/simple justification of the method(s) used AO3 – Makes a basic/simple judgement about how the method(s) used helped to ensure accurate data collection. Basic description of method(s).</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> • Level 3 (detailed) – detailed justification of how the data collection methods met the need(s) of the enquiry. • Level 2 (clear) – some justification of how the data collection methods met the need(s) of the enquiry. • Level 1 (basic) – description of methods. Basic/simple justification of how the data collection methods met the need(s) of the enquiry. <u>Indicative content</u>	Level	Marks	Description	3 (Detailed)	5–6	AO3 – Offers detailed justification of the method(s) used AO3 – Makes a detailed judgement about how the method(s) used helped to ensure accurate data collection.	2 (Clear)	3–4	AO3 – Offers clear justification the method(s) used AO3 – Makes a clear judgement about how the method(s) used helped to ensure accurate data collection.	1 (Basic)	1–2	AO3 – Offers basic/simple justification of the method(s) used AO3 – Makes a basic/simple judgement about how the method(s) used helped to ensure accurate data collection. Basic description of method(s).		0	No relevant content.	6
Level	Marks	Description																
3 (Detailed)	5–6	AO3 – Offers detailed justification of the method(s) used AO3 – Makes a detailed judgement about how the method(s) used helped to ensure accurate data collection.																
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	0	No relevant content.																

		The command word is 'justify' therefore there is an expectation that the candidate provides a rationale or gives reasons for the effectiveness of the data collection methods selected in supporting the acquisition of appropriate/accurate data. The focus should be on an explanation of why that data collection method was used. Any method(s) of collection is acceptable, but the method(s) selected must relate to a human geography fieldwork investigation. The most likely collection methods to be used will be environmental quality survey, land use mapping, traffic/pedestrian survey, questionnaire, shopping survey. Description of the methods may be present, can be credited to top of Level 1. Justification could be discussed in terms of: • Ability to collect data that is relevant to the aims of the enquiry or helps to answer the research question. • Awareness of the importance of accuracy, sample size, control groups and reliability. • Method was easy to do giving accurate data. • Data collected in exactly the same way at each site allowing for comparisons to be made. • Lots of information can be collected quickly. • Covers a range of issues – litter/noise etc. • Very simple or no equipment needed. • Method supports results to be pooled for greater accuracy. • Observations and qualitative judgements can be compared. • Findings can be discussed before conclusions finalised. AO3 – 6 marks	
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05	4	Evaluate the effectiveness of ONE of your fieldwork enquiries and suggest how your enquiry could be improved. (Can be either Human or Physical geography enquiry.) <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3 (Detailed)</td><td>7–9</td><td>AO3 – Demonstrates a detailed evaluation of how effective the enquiry was and how it could be improved. AO3 – Makes an informed judgement about the extent to which the enquiry was successful and how it could be improved.</td></tr><tr><td>2 (Clear)</td><td>4–6</td><td>AO3 – Demonstrates a clear evaluation of how effective the enquiry was and/or how it could be improved. AO3 – Makes a clear judgement about the extent to which the enquiry was successful and/or how it could be improved.</td></tr><tr><td>1 (Basic)</td><td>1–3</td><td>AO3 – May demonstrate a basic evaluation of how effective the enquiry was and/or how it could be improved. AO3 – May make a basic judgement about the extent to which the enquiry was successful and/or how it could be improved. May only give a basic description of the enquiry and/or improvements.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> The levels will reflect the extent to which students evaluate how effective their fieldwork enquiry was and how it could be improved. • Level 3 (detailed) – detailed evaluation of the effectiveness of their fieldwork enquiry and suggested improvements. • Level 2 (clear) – some evaluation of the effectiveness of their fieldwork enquiry and/or suggested improvements. • Level 1 (basic) – description of the fieldwork enquiry. Limited evaluation of the effectiveness of their fieldwork enquiry and/or the suggested improvements. <u>Indicative content</u> The command is ‘EVALUATE and SUGGEST’: 1. The first focus of the question is an evaluation of the degree to which the enquiry itself worked well, was successful, met its aim (it’s effectiveness). 2. The second focus of the question is a suggestion of how the enquiry could be improved/what improvements could be made.	Level	Marks	Description	3 (Detailed)	7–9	AO3 – Demonstrates a detailed evaluation of how effective the enquiry was and how it could be improved. AO3 – Makes an informed judgement about the extent to which the enquiry was successful and how it could be improved.	2 (Clear)	4–6	AO3 – Demonstrates a clear evaluation of how effective the enquiry was and/or how it could be improved. AO3 – Makes a clear judgement about the extent to which the enquiry was successful and/or how it could be improved.	1 (Basic)	1–3	AO3 – May demonstrate a basic evaluation of how effective the enquiry was and/or how it could be improved. AO3 – May make a basic judgement about the extent to which the enquiry was successful and/or how it could be improved. May only give a basic description of the enquiry and/or improvements.		0	No relevant content.	9 + 3 SPaG
Level	Marks	Description																
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	0	No relevant content.																

	So, there is an expectation of a judgement which is supported by evidence. • The response should be seen in terms of the entire enquiry itself. • Students might consider the aim/hypothesis/question, the quality of it and how well it was met/answered. • Students might consider the viability of the site chosen, its location and/or their risk assessment. • Students might consider the extent to which their data collection methods were easy to complete and were reliable/unreliable. • Students might consider the accuracy of their data and how this was affected by reliable/unreliable data collection methods. • Students might consider the accuracy of their data and how this affected the validity of the conclusions they drew. • Students might consider the extent to which their data supported the conclusions they drew. • They may consider how far their conclusions support the aim of their enquiry. • They may consider the types of sampling techniques they used and comment on their usefulness. • They may consider the types of data presentation techniques they used and comment on their usefulness. • Other data (primary or secondary) that could be useful to the enquiry but wasn't collected could be discussed. • Students might consider ways to improve their enquiry and describe these; this could include their hypothesis/aim/questions, the site/location chosen, their risk assessment, as well as data collection methods and equipment used, data presentation techniques, their results and conclusions. • Students may also discuss how these improvements would impact their enquiry itself (making it safer, easier to carry out and complete etc) as well as the impact of these improvements on their methods, results and conclusions. AO3 – 9 marks	
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	Spelling, punctuation and grammar (SPaG) Responses with SPaG marks that gain a mark of 0 for the content/skills of the question can still be awarded SPaG marks if the response is judged to be a genuine attempt to answer the question. High performance • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate. Intermediate performance • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate. Threshold performance • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate. No marks awarded • The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.	3 2 1 0
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