



Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE

In Geography B (1GB0)

Paper 2: UK Geography Issues

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.

Paper 2 Mark Scheme – 1GB02 (2024)

Question	Answer	Marks
1(a)	C – Scotland All other answers clearly mistaken	(1)

Question	Answers	Marks
1(b)	Award one mark for explaining an appropriate reason for regional variations in precipitation and second mark for a development of that; Prevailing winds from west so more rainfall in western UK (1) because these are the first regions(s) reached by humid Atlantic air (1) Relief rainfall explains why mountainous areas have more precipitation (1) as air rises over hills/mountains and then cools leading to cloud formation and more precipitation (1) Accept any other appropriate response	(2) (1+1)

Question	Answers	Marks
1(c)	Award one mark for explaining an appropriate impact of tectonic processes with one further mark for detail/development of the impact; Past tectonics created volcanoes (1) which in turn led to some regions having igneous rocks (1) The cooling of magma below the surface (1) created granitic landscapes that are resistant to erosion so making high ground (1) Plate movements have folded and shaped landscapes (1) such as synclines and anticlines and local folding e.g. Durdle Door (1) Plate tectonics have collided (1) creating mountainous areas (1) Accept any other appropriate response	(2) (1+1)

Question	Answer	Marks
2 (a) (i)	A - Groynes Only evidence from photography point to A – two of the other options are soft engineering and D is a management strategy	(1)

Question	Answer	Marks
2 (a) (ii)	Groynes prevent the removal of beach material (1) which in turn absorbs wave energy so reducing erosion (1) and therefore reducing cliff erosion and/or the risk of flooding for local communities (1) Allow answers that do not address impact of groynes – for example: Sea walls and/or rip rap absorb wave energy (1) and therefore reduce coastal erosion (1) and the flood damage/ risk to life for the local community (1) Accept any other appropriate response	(3) (1+1+1)

Question	Answer	Marks
2 (b)	Award one mark for explaining a legitimate cause of variable erosion rates and a second mark for the development of that point. Some rocks are more resistant than others (1) example of same – limestone v clay or granite v old red sandstone (1) or because they are denser/harder and/or more chemically resistant (1) Some coastal regions experience more destructive waves (1) example of same – western region with bigger swell and waves (1) or more erosion because both abrasion and hydraulic action are increased (1) Hard engineering has been implemented such as sea walls (1) absorbing the energy of the waves and reducing coastal erosion (1) Some regions/coastal landscapes are protected by 'hold the line' management (1) whilst others are not therefore erosion rates vary (1) Accept any other appropriate response	(4) (1+1) + (1+1)

Question	Answers	Marks
3 (a)	Allow 1 mark for correctly explaining a legitimate difference and a second mark for extending that explanation. Rivers are wider/deeper in their lower courses because the main river is joined by tributaries (1) so erodes a deeper channel (1) Rivers have more sediment in their lower course because tributaries join (1) bringing more sediment into the main channel (1) Note that no mark is awarded for the naming of a river. Accept any other appropriate response	1+1

Question	Answer	Marks
3(b)	Award one mark for a basic explanation of a river erosion process (1) and a second for the development of that explanation (1) Processes will be abrasion, hydraulic action and solution. River flow moves material which abrades both beds and banks (1) by dragging debris over less resistant/softer surfaces (1) Hydraulic action (1) compresses air and water into cracks and fissures (1) and/or which dislodges material eroding bed and banks (1) Solution (1) is a chemical process of dissolving rock (1) and/or such a limestone/chalk Lateral erosion on floodplains (1) creating meanders (1) Allow attrition (1) wears down the bedload which is then deposited downstream (1) Accept landform creation as changing the 'landscape' Accept any other appropriate response	(4) (1+1) (1+1)

Question	Indicative content
4	AO3 (4 marks) / AO4 (4 marks) AO3 (4 marks) • The impacts will vary with the most severe being in the south and east of the UK • The north-west of Scotland will be the least affected • The lack of rain will reduce river levels significantly because the reduction is extreme in some areas • Reductions of rain are in % - rainfall is ordinarily quite low in south-east England so this exacerbates the severity of the summer drought • The impacts of continuously dry months (June/July/August) leaves the rivers and lakes extremely dry. Temporal. • High temperatures will increase water usage but also.. • ..lead to more evaporation especially from lakes and reservoirs • Lack of water will also affect plant growth and rates of transpiration • Most extreme impacts in south and east are the regions with the highest population densities and therefore high water demand AO4 (4 marks) • Temperature changes have a clear west to east pattern

	• South and Eastern England most affected with >1.5 degrees above average • North-west Scotland least affected with a number of areas <0.5 degrees above average • Precipitation reduction almost everywhere • Similar pattern to temperature with eastern and south-eastern regions affected most • As with the temperature differences north-west Scotland remains more or less average
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4-6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7-8	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Question number	Answer	Marks
5 (a)(i)	North West England (1) 70-74 = £4 billion which is lower than all others	(1)

Question number	Answer	Marks
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5 (a)(ii)	$245/416 \times 100 = 58.89$ rounded to 58.9 % One mark for method (1) One mark for result (1)	(2) 1 + 1
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Question number	Answer	Marks
5 (a) (iii)	London dominant in both years (1) less than half of UK total (1) next most important single region is its neighbour – south east England (1) about a third of London's FDI (1) London has the largest increase from 2015-2019 (1) credit use of numeric data (1) Do not credit explanation Accept any other appropriate response	(3) 1+1+1

Question number	Answer	Marks
5 (a)iv	Award one mark for explanation of regional variations in FDI with one further mark for detail/development of that reason. London dominant in service sector – specifically finance and business services (1) so many foreign companies e.g banks , law firms and accountants need/wish to be there. (1) London has pool of skilled labour in service sector (1) so foreign TNCs are attracted to it (1) London HQ of many TNCs (1) so other foreign companies are attracted to it as a result (1) Other areas in the UK do not have many TNC's HQ's (1) and are dominant in other sectors so have less FDI (1) Accept any other appropriate response	(2) (1+1)

Question number	Answer	Marks
6 (a)(i)	C – Walking 5% doubles to 10% - all other answers are clearly wrong – please see Figure 5	(1)

Question number	Answer	Marks
6 (a)(ii)	More public transport has become available and/or cheaper (1) therefore people have switched (1) Bike lanes have been introduced making it safer and more attractive(1) therefore people have switched (1) Congestion charges (or emission charges) have made car usage more expensive (1) therefore people have switched (1) Covid affected working patterns/habits (1) which impacted on commuting behaviour (1)	(2) 1+1

	People are more educated about sustainability (1) cycle / walk / other appropriate transport (1)	
	Accept any other appropriate response	

Question number	Answer	Marks
6 (b)	Award one mark for each basic explanation of an impact of international migration has influenced the named city's growth and character. Do not expect both terms 'growth' and 'character' to be explicitly addressed. The indicative content depends on the chosen city (expect London and Birmingham to dominate) – note that there is no mark for naming the city. Growth The population has grown (1) data and/or local detail to support (1) The density of population has increased (1) data and/or local detail to support (1) The city has expanded with new residential property being built (1) data and/or local detail to support (1) Character The population has become younger (1) data and/or local detail to support (1) The population has become more ethnically diverse (1) data and/or local detail to support (1) The retail and service sector has changed (1) reflecting a different cultural mix (1) Do not credit explanation of why international migrants have come to the city. Accept any other appropriate response	(4) (1+1) + (1+1)

Question number	Answer	Marks
6 (c)	Award one mark for a basic explanation for decline with one further mark available for the development of the explanation of decline. Decline can be interpreted as a population decline and or a change in its functions and significance e.g. deindustrialisation of some areas. Indicative content much depends on the chosen city (expect London and Birmingham to dominate) Deindustrialisation (1) leading to loss of employment in an area so people move away (1) Changing land use increasing non-residential uses such as commercial and office space (1) thus less housing and thus lower population (1) A move to containerisation (1) sees docks closing and deindustrialisation (1) Some regeneration projects can impact negatively on local communities (1) who are displaced (1) Birmingham was a manufacturing city but due to competition from abroad, it has now gone (1). This has led to urban decline as manufacturing buildings were left empty and derelict (1) Credit extension through the use of local detail and/or data Accept any other appropriate response	(4) (1+1) + (1+1)

Question	Indicative content
7	AO3 (4 marks) / AO4 (4 marks) AO3 (4 marks) • UK is very highly urbanised so growth reflects overall population growth rather than internal rural-urban migration • Recent population growth has been largely fuelled by international migration • The dominance of London in the UK economy is the major cause of its growth in population • Long term impact of deindustrialisation and shorter-term studentification both play a central role • Studentification also helps explain inner-city growth as regeneration turns • Growth of science parks and the gig-economy also helps to explain patterns at both scales • Cambridge and other fast-growing cities might be largely south-eastern and so proximity to London is a factor AO4 (4 marks) • All these cities have grown • Compared to national figure the growth of some is below the national average, most notably Sheffield • London's dominance obvious both in absolute numbers and with its 7.8% growth greater than next 5 cities • It is four times larger than Birmingham and growing faster. • London's population must have increased by more than the total population of many of the other cities • Only Leeds and Bristol have grown faster than London • Smaller cities have been the focus of the most rapid growth • Inner cities have grown faster than the outer suburbs because of regeneration NB Some students will interpret 'between' in a spatial context for example 'between' urban and rural areas.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7–8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Marks for SPGST		
Performance	Marks	Descriptor
SPaG 0	0	<i>No marks awarded</i> • Learners write nothing. • Learner's response does not relate to the question. • Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1	<i>Threshold performance</i> • 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.
SPaG 2	2–3	<i>Intermediate performance</i> • 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.
SPaG 3	4	<i>High performance</i> • 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.

Question number	Answer	Marks
8 (a)	Award one mark for basic explanatory reason and one mark for an extension of that. Given that centres will design their own fieldwork there will be a wide range of answers. Clearly identifiable quantitative method explained (1) and linked to management/erosion (1) For example; We measured the differences in the height of the beach either side of the groynes (1) this allowed to see if this management process was working (1) Allow any other appropriate response	(2) (1+1)

Question number	Answer	Marks
8 (b)	Award one mark for basic point and a further one mark for its extension. Obviously, responses depend on the data collection method used but they are obliged to have conducted at least one such method. In collecting our data it was challenging to use some of the equipment accurately (1) because keeping the ranging poles upright was difficult (1) We were unable to collect enough data (1) because of time constraints/weather conditions (1) Also allow comment on reliability as in; Our choice of sites may have given very different results from those at another part of the beach (1) because the beach was very varied (1) Allow any other appropriate response	(2) (1+1)

Question number	Answer	Marks
8 (c)	Award one mark for basic identification of the qualitative method chosen and one mark for a comment on its usefulness. For example: We interviewed a number of local people (1) to discover what they felt about the plans for the beach/coastline which extended our investigation (1) Do not credit answers that focus on secondary data or quantitative data Allow any other appropriate response	(2) (1+1)

Question number	Answer	Marks
8 (d)	Award one mark for a basic point and a further one mark for its extension. Expect a clear link to the enquiry question to be explicit or implicit; 'Improvements' may focus on; • The Enquiry Question • The overall design of the day(s) – choice of location/data/times/weather. • The (primary) data collection methods used • The accuracy and reliability of the data collection • The relevance of the study to the topic of coastal management Expect a basic suggestion which is then extended as in; We should have chosen our sites more carefully (1) so that they reflected different types of coastal management (1) Our location was a long drive from our school meaning too long was spent in the minibus (1) so we should have chosen a location closer to the school (1) We only looked at two sites which limits the reliability of our findings (1) so we should have taken measurement at a wider range of sites (1) Allow any other appropriate response	(4) (1+1) + (1+1)

Question Number		Indicative content
8 (e)		AO3 (4 marks) / AO4 (4 marks) AO3 • There are significant problems with both the enquiry question and the outline plan. • The enquiry question could set up a hypothesis involving differences in geology. • There are logistical problems in terms of journey times. • There is a significant lack of clarity over safety and access. • The data collection methods lack a little detail. • The geology map is a useful source of secondary data. • It isn't obvious how the tourist office might be useful for their research. • Overall, the plan is insufficient although strengths include the plan for data collection AO4 • There is no mention of coastal management in either the enquiry question or the outline plan • There is some application to coastal management • This plan involves at least a 120 km round trip • 'Close to a road' needs more clarification • There is clarity over site selection, but the point of the exercise is not developed • Key collection for access is problematic • Range of secondary data sources of varied relevance
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)

Level 3	7-8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) - All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)
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Question number	Answer	Marks
9 (a)	Award one mark for basic explanatory reason and a further one mark for an extension of that. Given that centres will design their own fieldwork there will be a wide range of answers. Clearly identifiable quantitative method explained (1) and linked to flood risk (1) For example We measured the differences in the width and depth of the channel (1) this allowed us to see if there was a significant flood risk (1) Allow any other appropriate response	(2) (1+1)

Question number	Answer	Marks
9 (b)	Award one mark for basic point and a further one mark for its extension. Obviously, responses depend on the data collection method used but they are obliged to have conducted at least one such method. In collecting our data it was challenging to use some of the equipment accurately (1) because keeping the metre rules upright was difficult in the channel (1) We were unable to collect enough data (1) because of time constraints/weather conditions (1) Also allow comment on reliability as in; Our choice of sites may have given very different results from those at another part of the river (1) because the channel was very varied (1) Allow any other appropriate response	(2) (1+1)

Question number	Answer	Marks
9 (c)	Award one mark for basic identification of the qualitative method chosen and one mark for a comment on its usefulness. For example: We interviewed a number of local people (1) to discover what they felt about the flood risk in their area (1) Do not credit answers that focus on secondary data Allow any other appropriate response	(2) (1+1)

Question number	Answer	Marks
9 (d)	Award one mark for basic point and a further one mark for its extension. Expect a clear link to the enquiry question to be explicit or implicit; 'Improvements' may focus on; • The Enquiry Question • The overall design of the day(s) – choice of location/data/times/weather • The (primary) data collection methods used • The accuracy and reliability of the data collection • The relevance of the study to the topic of coastal management Expect a basic suggestion which is then extended as in; We should have chosen our sites more carefully (1) so that they reflected different conditions and flood risks (1) Our location was a long drive from our school meaning too long was spent in the minibus (1) so we should have chosen a location closer to the school (1) We only looked at two sites which limits the reliability of our findings (1) so we should have taken measurement at a wider range of sites (1) Allow any other appropriate response	(4) (1+1) + (1+1)

Question Number		Indicative content
9 (e)		AO3 (4 marks) / AO4 (4 marks) AO3 • There are significant problems with the enquiry question which needs at least one question or hypotheses to link to flood risk. • There are logistical problems with both plans in terms of journey times which will cut into time at the sites • There is a significant lack of clarity over safety and access • The data collection methods are reasonably clear • The geology map is useful • The landowner might be a useful for whilst 'checking the geology' lacks any stated purpose the old photographs might reveal something about past flood events • A pilot would be helpful • Overall neither are adequate as they stand. AO4 • There is no mention of flood risk in either the enquiry question or the outline plan • The outline could be applied to contrasting flood risk but that needs to be explicit • The plan involves at least a 120 km round • The plan lacks precision over legal access and proximity of parking e.g. 'close'. • There is clarity over site selection whereas Option B leaves decisions until arrival • Key collection for access in Option A and Option B has issues over the river being 'tricky to get to'. • Range of secondary data sources of varied relevance
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)

		Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)
Level 3	7-8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) - All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Marks
10 (a) (i)	Award one mark for explaining a basic method and one mark for a development of that. Expect; They (might have) used maps of deprivation (1) which allowed us to get a range of contrasting locations (1) They (might have) used census data of different parts of the town (1) to get arrange of contrasting areas (1) Allow sampling as a method (1) with development (1) Allow any other appropriate response	(2) (1 + 1)

Question number	Answer	Marks
10 (a) (ii)	Award one mark for a reasonable explanation of unreliability and one mark for the development of that point. It only looks at four factors (1) and if others were added the results might be different (1) Only one street is selected in each area (1) other streets may be very different (1) These surveys are not objective because people have different views (1) so results may vary a lot across the groups (1) Allow any other appropriate response	(2) (1 + 1)

Question number	Answer	Marks
10 (a) (iii)	Award one mark for identifying one reasonable method and a further one mark for its extension. They might have carried out questionnaires asking residents their views about the environment (1) and then compared them with results from other areas/groups (1) Allow any other appropriate response	(2) (1 + 1)

Question number	Answer	Marks
10 (a) (iv)	Award one mark for explaining a basic piece of evidence reason might be helpful and a further one mark for developing that idea. It scored highest in the students EQS (1) 18/20 (1) It came first in the students' own survey (1) which may be more up to date/reliable than the secondary data (1) It scored best overall (1) best in the students' EQS and was second in both the income and environment secondary data. (1) Allow any other appropriate response	(2) (1+1)

Question Number	Indicative content	
10 (b)	AO3 (4 marks) / AO4 (4 marks) AO3 - Assessment should clearly identify the enquiry question 'Importance' requires deconstruction – in what ways did the different types of data lend weight to the conclusions drawn - Relationship with possible enquiry question either implicit or explicit - Fitness for purpose of methods clearly related to quality of life in an urban area - Attempt to weigh up relative significance of both the strengths and the weaknesses of the data collection methods and their reliability - Assessment takes overarching view of quality of methods in terms of overall accuracy AO4 - A logical presentation of at least two primary data collection methods, one quantitative and one qualitative - A logical presentation of at least two secondary data collection methods, one of which should be census data - Conclusions and evaluation clearly identified and evidenced - Evaluation should suggest that some methods were better than others - Possible strengths and weakness clearly identified	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of

		understanding. Judgements that are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4-6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)
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Question number	Answer	Marks
11 (a) (i)	Award one mark for explaining a basic method and one mark for a development of that. Expect; They (might have) used maps of deprivation (1) which allowed us to get a range of contrasting locations (1) They (might have) used census data of different parts of the town (1) to get arrange of contrasting areas (1) Allow any other appropriate response	(2) (1+1)

Question number	Answer	Marks
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Question number	Answer	Marks
11 (a) (iii)	Award one mark for identifying one reasonable method and a further one mark for its extension. They might have carried out questionnaires asking residents their views about the environment (1) and then compared them with results form other areas/groups (1) Allow any other appropriate response	(2) (1+1)

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Question Number	Indicative content	
11 (b)	AO3 (4 marks) / AO4 (4 marks) AO3 - Assessment should clearly identify the enquiry question 'Importance' requires deconstruction – in what ways did the different types of data lend weight to the conclusions drawn - Relationship with possible enquiry question either implicit or explicit - Fitness for purpose of methods clearly related to quality of life in a rural area(s) - Attempt to weigh up relative significance of both the strengths and the weaknesses of the data collection methods and their reliability - Assessment takes overarching view of quality of methods in terms of overall accuracy AO4 - A logical presentation of at least two primary data collection methods, one quantitative and one qualitative - A logical presentation of at least two secondary data collection methods, one of which should be census data - Conclusions and evaluation clearly identified and evidenced - Evaluation should suggest that some methods were better than others - Possible strengths and weakness clearly identified	
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Level 1	1-3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
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Level 3	7-8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) - All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

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