GCSE (9–1)

Geography B (Geography for Enquiring Minds)

J384/02: People and society

General Certificate of Secondary Education

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

Annotations

Annotation	Meaning
BP	Blank page – the annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
✔	Correct response
✘	Incorrect response
?	Unclear
^	Information omitted
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
DEV	Development
PLC	Relevant place detail
BOD	Benefit of doubt
IRRL	Significant amount of material which doesn't answer the question
⟨	Expandable vertical wavy line
⊏	Communicate findings
SEEN	Noted but no credit given

Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:
- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
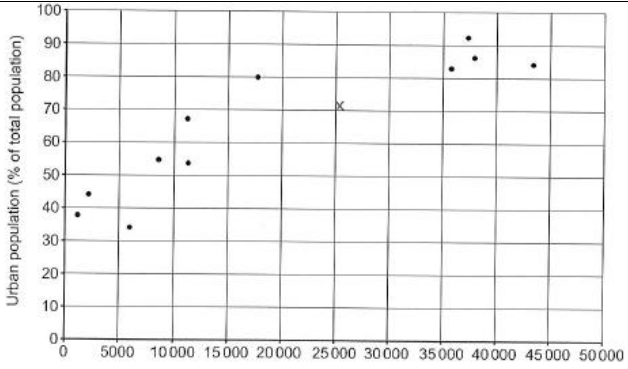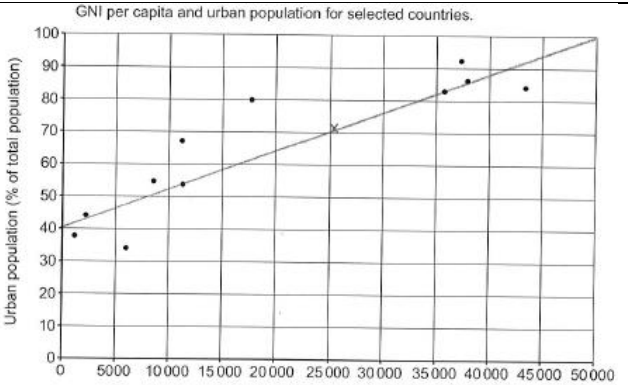
Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	(a)	(i)	(✓)	1	(✓) for correctly plotted point ($25,640 – 72%) Accept point at more than 25,000 to 27,500 and 71-75% Should not be on the 25000 line. Should not be on the 70% line. Mark should be in bottom left hand quadrant of the correct square.
		(ii)	GNI per capita and urban population for selected countries. (✓)	1	(✓) for correct best fit line Best fit line should be a straight line (ruler not necessary) Best fit line should divide the plotted points fairly evenly.
		(iii)	B: the higher the GNI per capita the higher the urban population percentage (✓)	1	(✓)
	(b)		Poor quality dwellings/favela/shanty housing (✓) as residents cannot afford to buy/rent so build their own shelters (DEV) / as city authorities cannot afford to provide housing for new arrivals (DEV) / as there is insufficient formal housing (DEV) Overcrowding/lack of space/ higher population density (✓) due to high numbers of migrants (DEV) /because houses built on wasteland without planning (DEV)/so disease spreads easily (DEV)	4	2 x 1 (✓) for correct **identification** of consequence of rapid urbanisation that can be seen from Fig. 1. Ideas must be visible on the photograph. 2 x 1 (DEV) for **appropriate explanation** of rapid urbanisation identified Credit the first two points made. Two separate ideas linked to evidence in Fig.1 needed for full

		Lack of services for residents such as piped water, sanitation (✓) as the city authorities do not provide services for residents (DEV) Houses are built on marginal land (✓) which means that they are at higher risk of landslides (DEV)/ houses are likely to be unsafe/ collapse easily (DEV) There is graffiti on the buildings (✓) which may suggest high crime rates (DEV)/ tags indicate gang culture(DEV) There is litter on the street (✓) which could mean that there is no waste disposal (DEV)/ increase the risk of disease (DEV)		marks. No double credit for the same DEV	
	(c)		**Case Study: sustainability in a city in an Advanced Country** **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of a sustainability initiative in an AC city (AO1) with a **thorough** understanding of how this initiative contributes to making the city more sustainable (AO2). This will be shown by including **well-developed** ideas about the sustainable initiative and how this initiative contributes to making the city more sustainable. The answer must also include **place-specific** details for the named AC city. **Level 2 (3-4 marks)** An answer at this level demonstrates **reasonable** knowledge of a sustainability initiative in an AC city (AO1) with a **reasonable** understanding of how this initiative contributes to making the city more sustainable (AO2). This will be shown by including some **developed** ideas	**6**	**Indicative Content** Named AC city can be in the UK or any AC country as defined by the IMF. Sustainability initiative may be past or present. Credit the first initiative. Use highlighter to indicate the first initiative chosen. Incorrect example of place - Max L1-2 Example of **well-developed** ideas: In the city of London one initiative to make the city more sustainable is the introduction of congestion charge this is an attempt to tackle the problem of traffic congestion and air pollution from the vehicles. The idea was to discourage motorists from using their cars and therefore reduce CO_2 emissions which are known to contribute to the problem of climate change. The congestion charge was introduced in 2003 in the central zone of London and consists of a daily charge of £11.50 for driving a vehicle within the charging zone between 07:00 and 18:00, Monday to Friday. Whilst this initiative did show some impact early on; buses even reported to be running ahead of schedule due to the reduction in cars on the roads, in more recent years motorists appear to be happy to pay the fee and congestion in London is as bad as ever, proving the scheme limited in its sustainability.

PMT

about the sustainable initiative and how this initiative contributes to making the city more sustainable.

Developed ideas but no place-specific details credited up to **bottom** of level.

Level 1 (1-2 marks)
An answer at this level demonstrates **basic** knowledge of a sustainability initiative in an AC city (AO1) with a **basic** understanding of how this initiative contributes to making the city more sustainable (AO2).

This will be shown by including **simple** ideas about the sustainable initiative and how this initiative contributes to making the city more sustainable.

Named examples **only** receives **no** place specific detail credit.

0 marks
No response worthy of credit.

Example of **developed** ideas:
In London one idea to make the city more sustainable has been the attempts to tackle the problem of air pollution from the vehicles through the congestion charge. The idea was to reduce the number of cars and therefore reduce air pollution and greenhouse gases. The congestion charge is a fee paid by motorists for driving a vehicle into London during the week. When it was first introduced it did reduce the traffic on the roads but more recently congestion and air pollution has become as bad as ever in London.

Example of **simple** ideas:
In London they have tried to reduce the number of cars on the roads to stop air pollution. The congestion charge has to be paid if you want to drive into London.

Question	Answer	Mark	Guidance

2	(a)	(i)	A: Climate (✓)	1	(✓)
		(ii)	Countries can be classified as AC/EDC/LIDC using economic data (✓). Using data allows comparison of countries (✓)/ allows ranking of countries (✓) An **AC** would have a higher GDP per capita/ higher life expectancy/ lower infant mortality/ fewer patients per doctor/ higher literacy rates/ higher calorie intake (✓) (or conversely an **LIDC**). The money/ income can be spent to improve healthcare/ the country has an aging population/ people can access quality healthcare (✓)	3	3 x 1 (✓) for explanation of how economic measures of development illustrate consequences of uneven development. Development awarded with (✓) as a further valid explanation of an identified economic indicator. No mark for simply naming an indicator. No double credit for ACs have / LIDCs don't have.
	(b)		D: A small scale development scheme led by a local community (✓)	1	(✓)
	(c)		**Case Study: Development in an LIDC.** **Level 3 (6-8 marks)** An answer at this level demonstrates **thorough** knowledge of the global connections for a named LIDC (AO1). There will be a **thorough** evaluation of the benefits and problems associated with the LIDCs global connections (AO3), with a **reasonable** judgement of whether the benefits outweigh the problems for the LIDC (AO3). This will be shown by including **well**-**developed** ideas about the LIDCs' global connections and the associated benefits and problems of the global connections. The answer must also include **place-specific** details for the LIDC case study. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3-5 marks)**	8	**Indicative Content** Named LIDC as defined by the IMF. Reference to whole continent or an AC max L1 - 2 Response will include detail about the global connections of named LIDC, which might include discussion of trade, TNC investment, international aid, debt relief, or other relevant detail. Highlight the links. A judgement should be made as to whether the benefits outweigh the problems for the LIDC. Example of **well-developed** ideas: Zambia is a land locked country located in central southern Africa, it has many global connections as a result of its natural resources, for example copper. The money generated through trade in copper has supported growth in the economy in Zambia allowing the government to invest in education and healthcare, improving the quality of life for people in Zambia. However the fall in the global price of copper in the 1970s resulted in Zambia having to borrow money from the IMF, leaving Zambia in great debt. Overall, I think the benefits from global connections outweigh the problems, money generated has funded investment in the infrastructure, however not

An answer at this level demonstrates **reasonable** knowledge of the global connections for a named LIDC (AO1). There will be a **reasonable** evaluation of the benefits and problems associated with the LIDCs global connections (AO3), with a **basic** judgement of whether the benefits outweigh the problems for the LIDC (AO3).

This will be shown by including **developed** ideas about the LIDCs' global connections and the associated benefits and problems of the global connections.

Developed ideas but no place-specific details credited up to **bottom** of level.

There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Level 1 (1-2 marks)
An answer at this level demonstrates **basic** knowledge of the global connections for a named LIDC (AO1). There will be a **basic** evaluation of the benefits and/or problems associated with the LIDCs global connections (AO3), it may include a **basic** judgement of whether the benefits outweigh the problems for the LIDC (AO3).

This will be shown by including **simple** ideas about the LIDCs' global connections and the associated benefits and problems of the global connections.

Named examples **only** receives **no** place specific detail credit.

The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the question may not be clear.

all of the profit made remains in the Zambia.

Example of **developed** ideas:
Zambia is located in central southern Africa, it has many global connections. Trade in copper has supported growth in the economy in Zambia allowing the government to invest in development. When the price of copper fell Zambia had to borrow money from IMF which caused it to be in debt. Overall, I think the benefits from global connections outweigh the problems.

Example of **simple** ideas:
Zambia has many global connections. Trade in copper has helped Zambia to develop. Zambia has links with countries such as China, who have bought copper mines.

			0 marks No response worthy of credit. **NR** No response		

Question	Answer	Mark	Guidance

3	(a)	(i)	The UK media exports are important (✓) they have increased by 48.9% (✓) may continue to benefit the UK by creating jobs in media and television (✓) Media exports earn a lot of money for the UK (✓) as it generated £19.8 billion (✓). This will help the UK's balance of payments/trade deficit/GNP (✓). Media exports are not important to the UK economy (✓) as they only generate 9% of the UK exports (✓) more money is made from IT, Software and Games. (✓) Media exports enhance the international reputation of the UK (✓) and may attract overseas investment into UK media businesses (✓)	3	3 x 1 (✓) for valid explanations of the importance of media exports to the UK economy based on Fig. 2 1 mark available for judgement of importance of the UK media. Credit quoting data **once** when it is being used to support a valid statement. Development awarded with (✓) as a further valid explanation. This may give examples of how the money may benefit the UK. Accept application of valid knowledge which compares the information in Fig 2 with other sectors of the UK creative industries. 1 mark reserve for using data from figure 2.
		(ii)	Films and TV programmes from the UK are viewed all around the world (✓) People are influenced by/ copy UK lifestyles portrayed in films and TV programmes (✓) Media generates tourism (✓) UK media expertise attracts employees or film making companies from around the world (✓) UK TV and films are produced in English, which is a global language (✓). People overseas are using British TV and films to learn English (✓) UK TV programmes are copied in countries around the world (✓)	2	2 x 1 (✓) for valid reasons why the UK TV and film industry has a growing global influence No credit for data from Fig 2
	(b)	(i)	D: Poland (✓)	1	(✓)
		(ii)	12% (✓)	1	(✓) No credit for answers with decimal places.
	(c)		**Level 3 (5-6 marks)**	6	**Indicative Content**

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An answer at this level demonstrates **thorough** knowledge of ethnic diversity for a named place in the UK (AO1) with **thorough** understanding of the changes to the ethnic diversity for the place (AO2).

This will be shown by including **well-developed** ideas about changes to the ethnic diversity of the chosen UK place.

Level 2 (3-4 marks)
An answer at this level demonstrates **reasonable** knowledge of ethnic diversity for a named place in the UK (AO1) with **reasonable** understanding of the changes to the ethnic diversity for the place (AO2).
This will be shown by including some **developed** ideas about changes to the ethnic diversity of the chosen UK place.

Level 1 (1-2 marks)
An answer at this level demonstrates **basic** knowledge of ethnic diversity for a named place in the UK (AO1) with **basic** understanding of the changes to the ethnic diversity for the place (AO2).

This will be shown with **simple** ideas about changes to the ethnic diversity of the chosen UK place.

0 marks
No response worthy of credit.

NR- No Response

Named examples **only** receive **no** credit.

Response must be focused on a named place within the UK. This could be a region, settlement or part of a settlement.
Response will include detail about changes to the ethnic diversity of the place and the causes of that change.
Incorrect example of place - Max L1- 2

Example of **well-developed** ideas:
Manchester is an ethnically diverse city and it continues to develop its breadth of cultures. Historically, groups of people from other nations have been attracted to live in Manchester for example following the end of WW2 refugees from all over Europe came to Manchester fleeing oppression in their home countries. From the 1950s onwards Manchester began to get significant populations of Afro-Caribbean, Pakistani and Bangladeshi people, many of these settling in areas of Rusholme and Moss Side. Between 1991 and 2011 the ethnic minority population grew by 164% with Pakistani and African ethnic groups making up 14% of the population.

Example of **developed** ideas:
Manchester is an ethnically diverse city. People from other countries have always moved to live in Manchester. After WW2 people came from all over Europe came to Manchester and from the 1950s onwards Manchester began to get significant populations of Afro-Caribbean, Pakistani and Bangladeshi people. In the last 20 years the ethnic minority population has grown significantly.

Examples of **simple** ideas:
People from other countries have always moved to live in Manchester. People from all over Europe have come to live in Manchester. Pakistani people live in parts of Manchester.

Max L1 (2) for answers which don't refer to a specific place.

Named places can be at any scale within the UK

Question			Answer	Mark	Guidance
4	(a)	(i)	Many of the countries classified as 'serious' are located in Africa (✓) as well as parts of Southern Asia (✓) (C) Much of Africa is classified as serious (✓) as well as isolated countries like North Korea (✓) (C) Much of Africa is classified as serious (✓) for example Ethiopia (✓).	3	2 x 1 for describing the pattern (✓) Candidate must be describing 'serious' locations (beige shading) No credit for pattern described in relation to lines of latitude. No credit for just 'Asia', requires Southern or South East Asia 1 x 1 (C) for communicating the answer in an appropriate and logical way this may be achieved with incorrect content.
		(ii)	Make sure that all shading on map is clearly matched by information on the key (✓) Include data for all countries/ for industrialised countries (✓) Change the map projection (✓) Draw and label lines of latitude (✓) Make a narrower range of data bands (✓) Countries with 'insufficient data' should be more clearly indicated/ should be greyed out. (✓) Label country names on the map (✓) Add units to the key (✓)	1	1 x 1 (✓) for appropriate change to the data presentation method suggested Credit candidates suggesting alternative appropriate presentation methods e.g. a table, located bar chart
	(b)	(i)	B: 4:1 (✓)	1	(✓)
		(ii)	People who are living in poverty/ poor people (✓) cannot afford food (DEV). Population increase/ density (✓) as food supplies may not be able to feed everyone (DEV) Rising food prices (✓) as sudden price rises mean that poorer people cannot afford food (DEV) Changes in diet (✓) can increase demands for certain foods and supply may not be able to meet this demand	2	1 x 1 (✓) for valid **human** factor which can influence food security 1 x 1 (DEV) for explanation of human factor

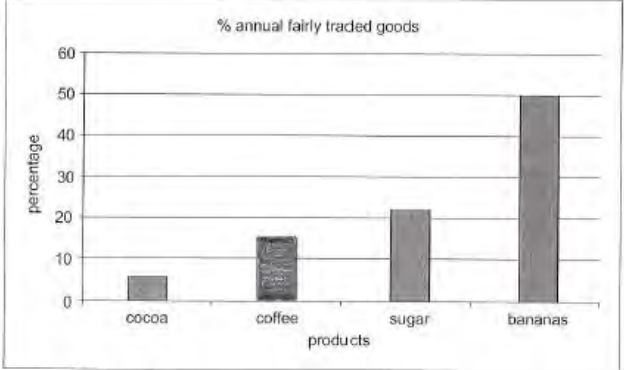|					
		(DEV) Conflict (✓) can mean that food supply is disrupted. (DEV) Improved farming techniques (✓) may increase crop yields resulting in more food. (DEV) Climate change (✓) can cause changing weather patterns and reduce/ increase crop yields (DEV) Ethical consumerism (✓) provides security for farmers in LIDCs improving productivity (DEV). Trade (✓) disruption to or creation of new trade links will improve people's access to food(✓)			
	(c)		**Case Study: Food security at a national scale** **Level 3 (5-6 marks)** An answer at this level demonstrates **thorough** knowledge of one past attempt to achieve food security at a national scale (AO1) with a **thorough** understanding of the effectiveness of this attempt (AO2). This will be shown by including **well-developed** ideas about the past attempt to achieve food security at a national scale and the effectiveness of the attempt. The answer must also include place-specific detail. **Level 2 (3-4 marks)** An answer at this level demonstrates **reasonable** knowledge of one past attempt to achieve food security at a national scale (AO1) with a **reasonable** understanding of the effectiveness of this attempt (AO2). This will be shown by including some **developed** ideas about the past attempt to achieve food security at a national scale and the effectiveness of the attempt.	**6**	**Indicative Content** Example must be a valid initiative to achieve food security at a national scale. Ideas should cover the features of the initiative and how these were intended to achieve food security. Assessment should include an evaluation of the success of the initiative. Names of countries can be credited as place-specific details. Chosen scheme must be presented in a national context, e.g. food banks can be credited as a nationwide initiative. Goat aid – local scheme is the wrong scale (max L1-2) Example of **well-developed** ideas: One attempt to achieve food security at a national scale was the Green Revolution which took place in countries such as the Philippines in the 1960s and 1970s. This was the introduction of HYV crops such as rice which had been developed in laboratories and was called 'miracle rice' because it was quick growing and produced as much as 10 times the yield of traditional rice. However the farmers needed to use fertilisers and pesticides to get the best yield from the crop but they did not have the money to buy these products or to maintain the machinery that was required. As a result the crop often failed.

Developed ideas but no place-specific details credited up to **bottom** of level. **Level 1 (1-2 marks)** An answer at this level demonstrates **basic** knowledge of one past attempt to achieve food security at a national scale (AO1) with a **basic** understanding of the effectiveness of this attempt (AO2). This will be shown with **simple** ideas about the past attempt to achieve food security at a national scale and the effectiveness of the attempt. **0 marks** No response worthy of credit. NR- No Response Named examples **only** receive **no** credit.		Example of **developed** ideas: One scheme was the Green Revolution which took place in LIDCs. This was the introduction of rice which was called 'miracle rice' because it was quick growing. However the farmers didn't have the money to buy fertilisers and pesticides which were needed and as a result the crop often failed. The use of machinery was also important to grow more crops but the machinery often ran out of diesel or broke down. Example of **simple** ideas: The Green Revolution was the introduction of rice which was quick growing. Farmers in LIDCs were poor and the crop often failed. The use of machinery was also important but they couldn't afford that either.

Question			Answer	Mark	Guidance
5	**(a)**	**(i)**	Questionnaire/survey/interview (✓) Sampling of baskets/trolley (✓)	1	1 x 1 (✓) for appropriate primary data collected technique.
		(ii)	Closed questions can provide narrow responses (✓) A small sample size may not be representative (✓)	1	1 x 1 (✓) for valid limitation of collecting data using method stated in 5(a)(i)

			There might be a bias in the sampling/ questionnaires/ interviews (✓) questionnaires are subjective. (✓) Questionnaires are time consuming (✓) People don't like answering questionnaires (✓)		
	(b)		(✓)	1	1 x 1 (✓) for correctly completed graph Bar must be of a similar width to the existing bars. Bar does not need to be shaded.
	(c)		Sales of Fairtrade products have increased year on year (✓) Sales between 2006 and 2009 have more than doubled. (✓) The fastest growth was between 2006 and 2008 (✓) The growth rate is smallest between 2010 and 2011 (BOD) (✓). It is hard to tell where the biggest growth rate is due to the variation in scale on the graph (✓)	2	2 x 1 (✓) for each valid observation about the data on the graph. Note: The scale on the graph changes at £1billion. Credit accurate data for specified years.
	(d)		Questionnaires gave me a broad range of opinions (✓) as opposed to my personal opinion of the area (✓) A traffic count allowed me to determine the congestion in an area (✓) the tally chart was easy to record (✓) An environmental quality survey allowed me to record several aspects of the environment at once (✓) it also allows me to compare different areas (✓) We took photographs of the area to record what it looked like (✓), this was more accurate than doing a field sketch (✓).	2	2 x 1 (✓) for each valid idea given to justify one appropriate way of collecting data. No mark for naming the technique. Justification could include: How the technique is an appropriate choice to collect the data Reference to how easy the technique was to use How the technique compares with other possible techniques
	(e)		**Own fieldwork**		**Indicative content:**

Level 3 (6–8 marks)
An answer at this level demonstrates **thorough** analysis (AO3) of how the data collected was useful with a **thorough** evaluation of how the fieldwork data collected helped to answer the overall question for investigation. (AO3) There will be a **reasonable** judgement as to the extent that the fieldwork data was useful in helping to answer the overall question for investigation. (AO3)

This will be shown by including **well-developed** ideas.

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

Level 2 (3-5 marks)
An answer at this level demonstrates **reasonable** analysis (AO3) of how the data collected was useful with a **reasonable** evaluation of how the fieldwork data collected helped to answer the overall question for investigation. (AO3) There will be a **basic** judgement as to the extent that the fieldwork data was useful in helping to answer the overall question for investigation. (AO3)

This will be shown by including **developed** ideas

There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.

Level 1 (1-2 marks)
An answer at this level demonstrates **basic** analysis (AO3) of how the data collected was useful with a **basic** evaluation of how the fieldwork data collected helped to answer the overall question for investigation. (AO3)
There may be a **basic** judgement as to the extent that

Candidate may analyse (review) how the method to collect data was useful in addition to how the data itself was useful in answering their question.
Candidate should clearly be reflecting on **their own** fieldwork.
Generic fieldwork should be credit at Level 1.
Candidates who answer the question well but refer to physical geography fieldwork max L1-2.

Research question: **Tourism has had a positive impact on the city of York.**

Example of **well-developed** ideas:
We used a number of data collection methods to investigate this question. We picked key streets in York such as The Shambles and conducted a land use survey, the data allowed us to calculate what percentage of the buildings were used for tourism. This was quite useful because we were able to judge whether or not tourism had a positive impact through providing jobs for local people. However, this data was limited because it did not provide us with the detail of how many people were employed in tourism or whether or not their employment was seasonal. If they had only temporary employment this would not be a positive impact.

Example of **developed** ideas:
We picked streets in York such as The Shambles and conducted a land use survey. We then calculated what percentage of the buildings were used for tourism. This helped us to decide whether or not tourism had a positive impact for local people by providing jobs and leisure activities.

Example of **basic** ideas:
In York we collected data by doing a land use survey. We counted how many buildings were used for tourism and we asked people's opinions using questionnaires.

the fieldwork data was useful in helping to answer the overall question for investigation. (AO3)

This will be shown by including **simple** ideas.

The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

0 Marks
No response worthy of credit

		✏	Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.		Candidates writing about **Physical** geography fieldwork can access SPaG.

Appendix 1

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid

High performance 3 marks
- 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 2 marks
- 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 1 mark
- Learners spell and punctuate with reasonable accuracy   - Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall   - Learners use a limited range of specialist terms as appropriate
0 marks
- 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

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