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Recognising Achievement

GCE

Geography

Advanced GCE

Unit **F764:** Geographical Skills

Mark Scheme for June 2012

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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.

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Annotations used in the detailed Mark Scheme

Annotation	Meaning
	Omission mark. Further development needed, missing point or link between points.
	Level one.
	Level two.
	Level three.
	Unclear, inaccurate, dubious validity.
	Irrelevant, a significant amount of material that does not answer the question
	No example(s) used or provided.
	Rubric Error (place at start of Question not being counted).
	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg or
	Point has been seen and noted.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
1	(a)		Candidates should recognise the limitations of using such data in an investigation. Limitations could include: • location and date unclear • how it was measured is unclear + where rainfall measured • uneven time periods • only one stream/area or/& one month – not an average	5	Must refer to data to get beyond Level 1. To get to L2 Candidates should explain why this aspect is a limitation. Generic points about secondary data - max L1.	**Level 2 [4-5 marks]** Candidates suggest either two detailed limitations or one in detail and one less detailed point. Limitations should be clear at this level. Clear reference made to the data. **Level 1 [0-3 marks]** Candidates suggest two limited or one detailed limitation. Limited, if any, reference made to the data.
	(b)		This can be answered via a case study approach or generically. Why? Safety, reduce problems, legal requirement, more secure/accurate data. How? Generic approaches may focus on the use of a pilot survey, risk assessment – severity v likelihood, hazard perception **or** by examining aspects of location, time, methodology, personal issues, legal aspects.	10	Credit effective use of exemplification – this may suggest the top end of a level. L3 answers will be well grounded in an investigation. Why and How but no link to an investigation - max L2. Either Why or How clearly missing – max L1. No credit for mitigation unless tied into Why &/or How.	**Level 3 [8-10 marks]** Candidates offer a detailed explanation of why & how the level and likelihood of risk in an investigation can be assessed. This is well supported with examples. **Level 2 [5-7 marks]** Candidates offer some explanation of why & how the level and likelihood of risk in an investigation can be assessed. This may be supported with examples. **Level 1 [0-4 marks]** Candidates offer a largely descriptive answer with little, if any, explanation of why & how the level and likelihood of risk in an investigation can be assessed.

Question			Answer	Marks	Guidance	
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	(c)		Secondary data has the advantages of: • accuracy – often it is a larger or more reliable sample • may give average or norm to allow comparisons • being independently collected • not having the disadvantages of primary data • easy as already exists • goes beyond capacity of investigator • gives a context for the investigation (such as maps, textbooks)	5	This is a five mark question so we can not expect lengthy detail or detailed exemplification. Remember that the definition of secondary data is now broader than the traditional definition – essentially it is data that has been analysed i.e. processed data. It also includes maps, textbooks and formulae. One advantage – or one advantage repeated - max L1. If clearly not 'secondary' then no credit.	**Level 2 [4-5 marks]** Candidates give a clear and detailed explanation of two advantages of using secondary data in an investigation. Clear stress on why these are advantages. Some clear linkage to an investigation may be present at this level. **Level 1 [0-3 marks]** Candidates give a limited explanation of two advantages of using secondary data in an investigation. Limited stress on why these are advantages.

Question			Answer	Marks	Guidance	
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2	(a)		This is an evaluation of its effectiveness as a full conclusion so expect: • clear conclusion – hypothesis has been accepted • related back to hypothesis • main reason suggested • reason then explained to highlight cause/effect • too simplistic e.g. more to soil type than rock type	5	The strengths/weaknesses do need relating to what is expected in a conclusion to an investigation. As such, comments about 'clearly written' are very much L1 type responses. If no clear summary of effectiveness – L1. A purely generic answer not related to this investigation – max L1.	**Level 2 [4-5 marks]** Candidates suggest in detail strengths/weaknesses well related to their role in a conclusion to this investigation. Clear reference is made to Fig. 2. **Level 1 [0-3 marks]** Candidates suggest strengths/ weaknesses but not well related to their role in a conclusion to this investigation. Little or no reference to Fig. 2.
	(b)		There are several ways candidates can approach this as 'aspects' is open, to wide interpretation: • by looking at two stages of an investigation e.g. sampling strategy, data analysis and their relative success • by linking findings to the initial title and hypotheses – were they accepted? • the limitations such as timing, equipment, location • limitations in the original model, concept that was being investigated • accuracy/reliability of results Justification is the key – why would these two aspects play an important role when evaluating success.	10	Answers may not be balanced between the two aspects. Two aspects with clear justification. Two aspects described but no justification or one described and justified – max L2. One aspect described – max L1.	**Level 3 [8-10 marks]** Candidates clearly describe and justify two appropriate aspects. These are well linked to the evaluation of relative success and may be supported by examples. **Level 2 [5-7 marks]** Candidates describe and offer some justification of two aspects– although they are likely to be unbalanced at this level. There should be some linkage to the evaluation of relative success. Exemplification will be limited, if any. **Level 1 [0-4 marks]** Much may be descriptive with little, if any, justification. Much will be superficial with little, if any, linkage to the evaluation of relative success.

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	(c)		Advantages might include: • saving time and resources – does it work (e.g. check its length) • increased coverage – data pool size • Increased accuracy – change wording or type of question • check for types of response/ responders • check the location – access, risks etc • check for offensive or ineffective questions	5	Clear focus on questionnaires here, so if no clear reference to questionnaire use - max L1. One advantage - max L1.	**Level 2 [4-5 marks]** Clear focus on two of the potential advantages of pilot surveys with detailed development linked to questionnaires. Use of examples can be expected to illustrate points. **Level 1 [0-3 marks]** Limited, if any, attempt at developing advantages with largely simplistic statements. Limited depth and little, if any, use of examples.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
3	(a)	(i)	Comments may refer to: • visual impact • scale of map/dot • dot = 5 so not accurate • location of dots • boundaries Allow generic e.g. scale, key, title but these indicate a L1 type approach.	5	This is an evaluation question in effect. Candidates should make clear reference to the map, if not - max L1. L1 answers will lack evaluation and be largely descriptive.	**Level 2 [4-5 marks]** Candidates offer detailed comments with clear evaluation of its relative effectiveness. Clear reference made to Fig. 3. **Level 1 [0-3 marks]** Candidates give limited or inaccurate evaluation of its effectiveness with little, if any, linkage to the map.
		(ii)	This is looking at ways such **spatial** data could be shown – alternatives could include: • proportional circles or squares • proportional symbols • located bar charts • choropleth • others e.g. table, pie/bar chart – but they would need to be backed up with clear relevance for such located data • pie or bar charts are acceptable if used to represent the five areas of the map Credit attempts to show drawings of techniques – it counts as description. Explanation may take the form of how to construct the chosen ways or focus on explaining how that method represents such data.	10	Two ways with clear description and explanation. Two ways described and/or explained or one way described and explained – max L2. One way described or explained – max L1.	**Level 3 [8-10 marks]** Candidates clearly describe and explain in detail two alternative ways. There is clear linkage to representing the spatial patterns of data. **Level 2 [5-7 marks]** Candidates describe and offer some explanation of two alternative ways – although they are likely to be unbalanced at this level. There should be some linkage to representing the spatial patterns of data. **Level 1 [0-4 marks]** Much may be descriptive with little, if any, explanation. Much will be superficial with little, if any, linkage to representing the spatial patterns of data.

Question			Answer	Marks	Guidance	
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	(b)		Aspects covered could include: The nature of this type of sampling and evaluation may refer to: • ensures no significant aspect missed • need to know the subdivisions of the area • responds to nature of investigation • data collection is biased • can't make valid statistical inferences Can be compared with other types in terms of usefulness.	5	No credit if candidates confuse stratified with another method e.g. systematic BUT may be some valid comment. Exemplification is probable at this level. L1 answers will probably be descriptive of the sampling method and lack evaluation.	**Level 2 [4-5 marks]** Candidates give accurate idea of the sampling method and offer a detailed evaluation. **Level 1 [0-3 marks]** Candidates give a limited or superficial outline of the method with no or limited evaluation.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
4			This requires an evaluation of the initial choice of an investigation – Stage 1. Some candidates may focus on SMART whilst others may look at a number of factors such as: • personal interest • provided by a teacher or outside agency • previous study • scale, size of location • practical issues such as time, season • role of geographical concept, model, idea • achievable • availability of data • low level comments such as weather, peer group **Evaluation** is the key with some attempt at identifying the relative importance of a range of factors. They should be evaluated against something e.g. their ability to progress the investigation. SMART = specific, measurable, achievable, realistic, timed. If no titled investigation stated then max Level 1.	20	Summative evaluative comments or a conclusion may be indicative of a L3 response. Listing with some clear but not comprehensive evaluation - L2. If little connection between their title and the factors (i.e. largely generic) - max low L2. Listing with no clear evaluation - L1.	**Level 3 [16-20 marks]** Candidates evaluate the relative importance of a range of appropriate factors well related to their investigation. Answer is well structured with accurate grammar and spelling. Good use of appropriate Geographical terminology. **Level 2 [10-15 marks]** Candidates evaluate the importance of a range of appropriate factors related to their investigation. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. **Level 1 [0-9 marks]** Candidates offer limited, if any, evaluation of the importance of some factors not well related to their investigation. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
5			It could be that the ways of analysis were ineffective but the candidate should then explain why. Candidates will hopefully refer to the ways they used to identify: • patterns • trends • relationships • anomalies If no titled investigation stated then max L1. If little connection between their title and the evaluation (i.e. largely generic) then max low L2. Credit detailed evidence of an individual investigation.	20	There is no requirement for it to include statistical analysis – max marks can be achieved without the use of statistics. Repetition of the same techniques gains no extra credit. Those that confuse analysis with data representation can gain limited credit unless clearly used to advance the analysis of data.	

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
					Summative evaluative comments or a conclusion is indicative of a L3 response. Has clear reference to the content of their analysis within the investigation.	**Level 3 [16-20 marks]** Candidates describe and evaluate in detail the range of methods of data analysis used in their named investigation. Answer is well structured with accurate grammar and spelling. Good use of appropriate Geographical terminology.
					Listing with some clear but not comprehensive evaluation - L2. If little connection between their title and the ways (i.e. largely generic) then max low Level 2.	**Level 2 [10-15 marks]** Candidates describe and evaluate some of the methods of data analysis used in their named investigation. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.
					Listing with no clear evaluation - L1. Max L1 no reference to the content of their analysis within the investigation.	**Level 1 [0-9 marks]** Candidates offer largely description with little, if any, evaluation of their methods of analysis used. Little linkage to a geographical investigation. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.

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