GCSE
GEOGRAPHY
8035/3

Paper 3 Geographical Applications

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

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.

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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. Each mark should be shown by placing a tick where credit is given. The number of ticks must equal the mark awarded. Do not 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. You should read the whole answer before awarding marks on levels response questions.

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

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 standardise 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	**In which year were global urban and rural populations the same?** One mark for correct answer: **B:** 2007 No credit if two or more answers are shaded. AO4 – 1 mark	1
01	2	**Which of the following statements is correct?** One mark for correct answer: **A:** Latin America/Caribbean is predicted to double its % urban population between 1950-2030 No credit if two or more answers are shaded. AO4 – 1 mark	1

01	3	**Explain the link between economic development and urbanisation.** **Level 2 (Clear)** – 3–4 marks: AO2 – Shows a clear understanding of the concepts of economic development and urbanisation. AO2 – Demonstrates a clear awareness of the relationship between economic development and urbanisation. **Level 1 (Basic)** – 1–2 marks: AO2 – Limited understanding of the concepts of economic development and urbanisation. AO2 – A limited appreciation of the link between economic development and urbanisation. **0** – No relevant content. • **Level 2 (clear)** – identifies the link between economic development and urbanisation and suggests reasons for the relationship which identify the specific socio-economic facilities/opportunities that exist in urban areas and suggest that these are often 'core' growth areas. • **Level 1 (basic)** – identifies the link between economic development and urbanisation and makes basic, unqualified observations (jobs and money/socio-economic opportunities/facilities) that exist in urban areas (without elaboration). <u>Indicative content</u> • There is a positive relationship between economic development and urbanisation. • The relationship is emphasised by the cluster of very poor countries that also have lower rates of urban populations. • Urban areas are often core areas where industry and infrastructure develops. This creates opportunities for a range of both skilled and unskilled jobs. • Urban growth creates opportunity for unskilled/informal employment. • There is a greater opportunity for education and job-related training in urban/industrial areas. • Students may consider cumulative causation/the multiplier effect. AO2 – 4 marks	4

01	4	**Suggest two reasons why estimates of future urban population may not be accurate.** **No credit for simply saying "it is only a prediction"** **2x1 marks** Any reasonable answers, which might include; • Difficulty in actually counting current numbers (1) • Economic growth may be faster/slower (1) • Birth rates may increase/fall (1) • Death rates may increase/decrease(1) • Conditions in rural areas might improve (1) • Natural disasters/climate change related factors (drought) (1). • Original data used for prediction may not be accurate (1). • Idea of rapid change leading to inaccuracy(1). AO2 – 2 marks	2

01	5	**Suggest one challenge that urbanisation creates for rural areas.** 1 mark for identification of appropriate point; 2nd mark for developed idea • Decline of rural communities/ Lack of investment in rural areas (1) • Loss of working population (1) leads to agricultural/industrial decline(1)(d) • Imbalance in the population structure (1) • It is mostly younger people who migrate (1) so the population has a disproportionate number of older people (dependency idea) (1)(d) • Lack of investment/growing wealth gap between urban/rural areas. (1) because most investment goes to urban areas (1) • Because most of the business development/income is in urban areas(1) the wealth gap between rural and urban areas grows. (1)(d) AO3 – 2 marks	2

02	1	**Suggest why cities in LICs and NEEs are often referred to as 'unequal cities'.**	6

Level	Marks	Description
3 (Detailed)	5–6	AO3 – Offers effective interpretation of information from the resources when considering why cities might be seen as 'unequal cities'. AO3 – Demonstrates detailed evaluation by making observations about why cities might be seen as 'unequal cities'.
2 (Clear)	3–4	AO3 – Offers clear interpretation of information from the resources when considering why cities might be seen as 'unequal cities'. AO3 – Demonstrates a clear evaluation by making observations about why cities might be seen as 'unequal cities'.
1 (Basic)	1–2	AO3 – Basic descriptive interpretation of information from the resources when considering why cities might be seen as 'unequal cities'. AO3 – Demonstrates a basic evaluation by making simple observations about why cities might be seen as 'unequal cities'.
	0	No relevant content.

- **Level 3 (detailed)** – uses evidence from the resources to demonstrate a detailed awareness of the development gap which exists in cities and clearly suggests that access to economic and social opportunities is not equal.
- **Level 2 (clear)** – uses evidence from the resources to demonstrate a clear awareness of the idea of rich and poor which exists in cities and clearly highlights this with reference to factors such as housing quality and access to basic facilities.
- **Level 1 (basic)** – uses evidence from the resources to identify basic differences which suggest that some people are wealthier than others.

<u>Indicative content</u>

- This question can be addressed in a polarised way by simply considering 'rich' and 'poor' and using evidence to identify these differences.
- There is clearly a 'range of differences/divisions' and these exist at different scales and can even be seen within slum areas.
- Evidence within the resources suggests that a development gap exists across a range of socio-economic factors, the most obvious being housing quality and access to basic facilities.
- At a sophisticated level the idea of a development gap can be considered in relation to broader opportunities, for example; access to services; types of employment; housing security; personal safety.

AO3 – 6 marks

02	2	**Compare levels of access to piped water in urban and rural areas shown in Figure 2.** Question is about piped water **not** improved sanitation. **Access can be about availability or relative price.** 1 mark for the general observation that access is always higher in urban areas. • Always higher in urban areas (or lower in rural areas). • Latin America is higher than the other areas. 2nd mark – Relative comparative observation (differences between areas) OR use of data, OR second separate point. • Always higher in urban areas (1), for example in Southern Asia the difference is 39% (d)(1) • Access is always higher in urban areas (1), in 3 of three areas it is three times higher (d)(1). AO4 – 2 marks	2

02	3	**Suggest why it might be helpful to describe the growth of African cities as 'population growth per hour'.** Any reasonable answers which might include: • because they are growing very rapidly/shows extent of growth/extreme nature of growth. • points about making the rate of growth sound more dramatic • points about smaller numbers being easier to comprehend/compare/understand. AO3 – 1 mark	1

02	4	**'Urban planners are finding it challenging to keep up with the growth of cities in LICs and NEEs.'** **To what extent do you agree with this statement?**	6

Level	Marks	Description
3 (Detailed)	5–6	AO3 – Demonstrates thorough application of knowledge and understanding in evaluating the challenges faced by urban planners related to urban growth. AO4 – Communicates ideas effectively about challenges facing urban planners, with good use of geographical language.
2 (Clear)	3–4	AO3 – Demonstrates reasonable application of knowledge and understanding in evaluating the challenges faced by urban planners related to urban growth. AO4 – Communicates ideas clearly about challenges facing urban planners, with some use of geographical language.
1 (Basic)	1–2	AO3 – Demonstrates basic application of knowledge and understanding in evaluating the challenges faced by urban planners related to urban growth. AO4 – Communicates ideas about challenges facing urban planners using basic language.
	0	No relevant content.

- **Level 3 (detailed)** – demonstrates a detailed evaluation of the range of challenges that planners might have to deal with and offers an understanding of how rapid urban growth might exacerbate the challenge.

- **Level 2 (clear)** – demonstrates a clear appreciation of the challenges that planners might have to deal with and general evaluative points about why some of these challenges might be difficult to deal with (lack of money/limited resources). Limited reference to why rapid urban growth might make this more difficult.

- **Level 1 (basic)** – identifies some of the problems of rapid urban growth with limited reference to the idea of planning.

<u>Indicative content</u>

- There are a range of planning issues that have to be managed, including housing, communications, basic services (water, sewage, waste, energy) and broader social services (health, education).

		• Many urban areas have severe issues relating to housing issues, a lack of services, dealing with waste, traffic congestion and general environmental pollution issues. • Putting plans into operation requires both time and money. • Many of the planning decisions are based on demand and continued population growth makes this a very challenging task. • Much of the growth is based around relatively poor people moving to urban areas, adding to the challenge of planning for services. • In many areas actual population numbers are not clear so planning for specific services is difficult. • The idea of urban areas "running to stand still" is not an uncommonly expressed view of urban growth. AO3 – 3 AO4 – 3	

03

'Slums of hope or slums of despair?' Which do you think best describes urban slums in LIC/NEE cities?

Use evidence from the resources booklet and your own understanding to support your answer.

A judgement can be stated or implied.

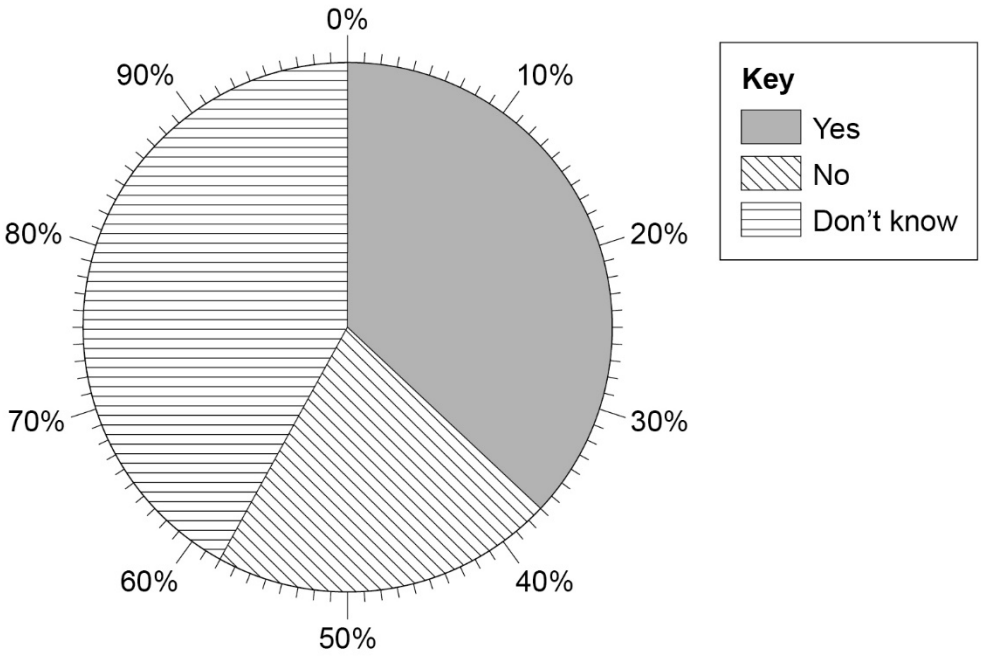
9 + 3 SPaG

Level	Marks	Description
3 (Detailed)	7–9	AO3 – Demonstrates thorough application of knowledge and understanding in evaluating the opportunities and challenges relating to urban slums in developing cities. AO3 – Applies knowledge and understanding to make a decision based on a wide range of evidence, making specific links between different elements of the specification. AO4 – Communicates ideas effectively, making thorough use of the resources booklet.
2 (Clear)	4–6	AO3 – Demonstrates reasonable application of knowledge and understanding in evaluating the opportunities and challenges relating to urban slums in developing cities. AO3 – Applies knowledge and understanding to make a decision based on a reasonable range of evidence, making some links between different elements of the specification. AO4 – Communicates ideas clearly, making some use of the resources booklet.
1 (Basic)	1–3	AO3 – Demonstrates basic application of knowledge and understanding in evaluating the opportunities and challenges relating to urban slums in developing cities. AO3 – Applies knowledge and understanding to make a decision based on a narrow range of evidence, with limited links between different elements of the specification. AO4 – Communicates ideas using basic language, making limited use of the resources booklet.
	0	No relevant content.

		• **Level 3 (detailed) –** a wide range of supporting points identified and developed from the resources in order to support a judgement. Reference made to points across the resource booklet which brings in the wider specification context. Offers detailed observations which develop a discussion and support an evidenced judgement. • **Level 2 (clear) –** some use of Figure 3 with some broader reference to the other resources used in order to support a discussion. Offers a range of observations which support a judgement. • **Level 1 (basic) –** a limited number of appropriate points identified mainly from Figure 3, which are largely copied or with limited development. A narrow range of basic observations to support a judgement. <u>Indicative content</u> • This is clearly a complex discussion and responses need to be judged on the level of the discussion and how effectively evidence is used in order to develop ideas. • Students may develop a polarised discussion taking the view that slums are places of either 'hope' or 'desperation', or they might take a wider view and consider that 'hope' and 'desperation' can both be seen in slum areas. Either of these approaches is acceptable and the full mark range is open to both avenues of discussion. • Students may bring in their own place based examples or use evidence from cities not mentioned in the resources. • Individual views may be based partly on learned knowledge. For example, if a student has looked at successful NGO/Government socio-economic development programmes they may have a particular view, if they have looked at crime, disease and socio-economic problems related to urban slums they may have a different view. What is important is the quality of the discussion and how effectively information is used to develop the discussion. • Clearly there are huge variations in the quality of life in urban slums and consequently individual slums may be more, or less hopeful or desperate. • All slums are different and in some cases there may be a hierarchy of slum areas, where conditions vary. An example of this can be seen in Dharavi, where some of the older slum areas are more established and have secure structures with services, whereas the more recent slum areas may have far poorer facilities. In that instance "Hope and despair" might both be clearly evident within one large slum area or be seen in different slum areas within the same city. • 'Hope and Despair' may be considered in relation to future possibilities, so a temporal element could be considered. For example, living conditions may be desperate for some people but the opportunities within the city may create a better future for the next generations. • In relation to 'Hope', in general terms the resource based evidence suggests that urban areas provide a number of social and economic opportunities and may provide the possibility of a wider number of life chances which may lead to a better future. • In relation to 'Despair', in general terms the resource highlights the poor conditions that the poorest slum dwellers have to live in and the link to disease and crime. There is a brief suggestion that conditions in the poorest slums are poorer than in the rural areas from where people may have come.	

		AO3 – 6 AO4 – 3	
		Spelling, punctuation and grammar (SPaG) **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

Section B: Fieldwork

Qu	Pt	Marking guidance	Total marks
04	1	**Complete the pie chart below to show the results of <u>Question 2</u> in the questionnaire (Figure 4).** Two sectors completed accurately and shaded in correct order for 1 mark. No – 21% Don't know – 42%  AO4 – 1 mark	1
04	2	**Using Figure 4, describe the pattern shown by the results of the car park survey.** Answers can use the data OR map OR both. The expectation is that candidates will use the map and the data to offer some appreciation of the pattern. Consequently there is no credit for simply repeating the data, even if it is relative (Car Park B has a higher use than Car Park A). 1 mark for some appreciation of distance-decay (nearer the town centre-higher use) **OR** references between weekday/Saturday. A second mark for some development, which might include use of the data or relative distance. All three car parks do not have to be considered in order to express a relationship.	2

		• As you move away from the main shopping area the car parks are less busy(1), car park B nearest to the shopping area is busiest on both Wednesday and Saturday (d)(1). • Car parks are busier on a Saturday (1), by between 23% and 31% (d)(1). AO4 – 2 marks	

04	3	**To what extent can the student draw reliable conclusions from the data?** **Level 2 (clear)** – An appreciation that the data might give an understanding that there are different pressures on different days and that there is more pressure to park closer to the main shopping area. However, there are limitations with the data (which should be expressed) and consequently the reliability of the conclusions must come into question. **Level 1 (basic)** – Considers that the conclusions are reliable/unreliable by making superficial observations with limited use of data to support answer. Implied use of data related to reliability of conclusions. The answer must be linked to the original aim of the enquiry, 'Does the town centre have a parking problem?' <u>Indicative content</u> • It is busiest in the town centre so must have a parking problem. • More people said yes than no so it must have a parking problem. • None of the car parks are full so there is not a parking problem. • There is evidence to suggest that there is more pressure near the main shopping area. • There is evidence to suggest that there are variations across the week. • None of the car parks are exceptionally busy on the Wednesday. • Saturday is busier but Car park B is the only one which appears to be under any real pressure. • The Car Park survey was limited, both in relation to days and times surveyed. • There is no reference to the actual number of spaces in each car park. • The questionnaire suggests that over half of all visitors arrive by car, suggesting a clear demand for parking spaces. • The link between the two questions on the questionnaire is somewhat tenuous since a significant number of visitors visited by bus or walked and consequently their view in relation to question 2 might not be that helpful.	4

Level	Marks	Description
2 (Clear)	3–4	AO3 – Demonstrates clear analysis of the data (**Figure 4**) in relation to the reliability of conclusions. AO4 – Clear reference to the data in **Figure 4**.
1 (Basic)	1–2	AO3 – Demonstrates limited analysis of the data (**Figure 4**) in relation to the reliability of conclusions. AO4 – Some reference to the data in **Figure 4**.
	0	No relevant content.

		• It may have been better to have adopted a stratified sample with largely drivers. • The supermarket, which may have its own car park, may distort the data. AO3 – 2 marks AO4 – 2 marks	

04	4	**Complete the diagram below by filling in the median pebble size for place C.** The correct answer is 9.5 (accept nine and a half). AO4 – 1 mark	1

04	5	**Outline the conclusions that the students could draw from the data.** The answer must be linked to the original aim of the enquiry, "The size of pebbles in a river are smaller as the river flows downstream." **There is no credit for explanation.** 1 mark for some understanding that the data suggests that the hypothesis is correct (can be implied through the use of data): • The data shows that the pebbles get smaller downstream.(1) 2nd mark for use of data; consideration of rate of change; use of range or other measures (mean): • It is evident that the pebbles get smaller further downstream(1), this is shown by both the largest pebble size and the median figure which goes from 16.5 to 9.5.(d)(1) • It is evident that the pebbles get smaller further downstream(1) but the median figure suggests that the change is not consistent.(d)(1) • The river length between A and B is greater than between B and C.(1) The decrease in size is much greater between A and B than between B and C (d)(1). AO3 – 2 marks	2

04	6	**Suggest two ways that the data collection method could be adapted in order to make it more useful.** 1 mark for each identified point. Possible ideas might include: • Larger sample size (1) • More sampling points (1) • Sampling from different points across the river (1) • Measure both axes of the pebble/whole size of the pebble (1) • Making sure that sampling is random (1) • Measuring different parts of the same river (**not a different river**) AO4 – 2 marks	2

04	7	**Complete the graph below to show life expectancy in the study area.** Line completed accurately, clearly joining the existing line and touching the **70** marker on the right hand axis. AO4 – 1 mark	1

04	8	**In 2001, how many years lower was life expectancy in the study area than the city average?** 9 AO4 – 1 mark	1

04	9	**Suggest two types of primary data that the student could use in their urban deprivation enquiry.** 2 x 1 marks Examples must be appropriate in relation to the aim of the enquiry which was to investigate deprivation. This can include social, economic and environmental data. Possible ideas might include: • Questionnaire/Interview • Environmental quality survey(**not just "survey"**) • Housing type/quality/price. • Photographs AO4 – 2 marks	2

05	1	**For one of your fieldwork enquiries, suggest how anomalies in your data could affect your fieldwork enquiry.** Answers can relate to either physical or human geography enquiry. Examples can include: 1 mark for identifying a basic idea • Gives data that doesn't fit with the rest of the pattern (1). • Gives irregular data (1). • Can be difficult to identify in raw data (1). • Only become apparent in the results (1). • May show the need to investigate further(1). • Make data less accurate/harder to use/compare(1). 2nd mark for development of link • Gives data that doesn't fit with the rest of the pattern (1) that can lead to inaccurate results (d)(1). • Gives irregular data (1) that can impact on the conclusions drawn (d)(1). • Gives irregular data (1) that could be used in any evaluation carried out in relation to the enquiry (d)(1). • Can be difficult to identify in raw data (1) so data collection methods aren't change/improved (d)(1). • May show the need to investigate further(1) so that more data is collected(d)(1). Credit reference to specific anomalies in the student's fieldwork enquiry. AO3 = 2 marks	2

05	2	**Justify the use of <u>one</u> of the following in your human geography enquiry:** • **maps** • **photographs** • **field sketches.** Answer must relate to the **human** geography enquiry. **Max 1 mark** if reference to **physical** geography investigation. Answers will be dependent upon the type of investigation being undertaken. Credit can only be given to **one** technique. 1 mark for saying why they were used/how they were useful. • Useful for putting data on (1). • To show the location of the enquiry (1). • Useful for comparing different sites (1). • Useful for interpretation (1). • Gives a good visual appreciation of the landscape (1). • A good way of identifying important features (1). • Quick way of getting information (1). • To compare different sites (1). • Quick way of getting information (1). • More accurate than a sketch (1). 2nd mark for limited explanation • Useful for putting data on (1) to show links/relationships (d)(1). • To show the location of the enquiry (1) which gives a clear visual presentation of the site(s) used (d)(1). • To compare different sites (1) to show differences/similarities/changes at each site (d)(1). • Quick way of getting information (1) which records accurate details (d)(1). 3rd mark for well-developed point and clear reasoning • Useful for putting data on (1) to show links/relationships (d)(1) as different data sets can be shown on one presentation technique (d)(1). • To show the location of the enquiry (1) which gives a clear visual presentation of the site(s) used (1) and their inter-relationship (d)(1). • To compare different sites (1) to show differences/similarities/changes at each site (1) which link back to the original aim/theory of the enquiry (d)(1). • Quick way of getting information (1) which records accurate details (1) that can /quickly/easily be referred back to (d)(1). Credit also the view that these presentation techniques may not be useful, where qualified. AO3 = 3 marks	3

05	3	**Assess the effectiveness of your data collection method(s).** Answer must relate to the **physical** geography enquiry.	6

Level	Marks	Description
3 (Detailed)	5–6	AO3 – Offers detailed evaluative observations which consider the effectiveness of the data collection method(s). AO3 – Makes detailed judgements about the effectiveness of the data collection method(s) in relation to the range of data collection method(s), with reasoned observations.
2 (Clear)	3–4	AO3 – Offers clear evaluative observations which consider the effectiveness of the data collection method(s). AO3 – Makes clear judgements about effectiveness of the data collection method(s) with reasoned observations.
1 (Basic)	1–2	AO3 – Offers basic observations which consider the effectiveness of the data collection method(s). AO3 – Makes basic judgements which show some awareness about the effectiveness of the data collection method(s).
	0	No relevant content.

- **Level 3 (detailed)** evaluation of the effectiveness of the identified data collection method(s).
- **Level 2 (clear)** some evaluation of the effectiveness of the identified data collection method(s).
- **Level 1 (basic)** limited evaluation and possible description of a data collection method(s). Basic reasoning of the use of the method linked to aiding collection of data.

Max Level 1 for reference to **human** geography data collection methods

<u>Indicative content</u>

The command word is 'assess' therefore there is an expectation that the candidate provides a rationale or gives reasons for the effectiveness of the data collection method(s) in collecting data that is accurate.

		Any method of data collection is acceptable but the method(s) selected must relate to a **physical** geography fieldwork investigation. Description of the method(s) may be present but is not required. The focus should be on the effectiveness of the data collection method(s) used. The effectiveness can be discussed in terms of the methods being effective or ineffective: • a well-chosen method will allow the collection of enough data in a short period of time • the method has been selected to collect appropriate data to match the requirements of the enquiry • the method supports the collection of data which can be subsequently analysed • the method collects numerical data which enables a statistical analysis to be carried out • methods selected allow for repeat visits and/or visit to several sites • methods were selected to match the equipment available • sampling strategies and/or sample size were planned into the method used. • methods chosen allowed accurate measurements to be taken • weather conditions could impact on the ability to measure and /or record data • data collection methods, such as systematic sampling, could be affected by a lack of accessibility to the site. other external factors. AO3 = 6 marks	

05	4	**For one of your fieldwork enquiries, to what extent did your results and conclusions meet the original aim of your enquiry?**	9 + 3 SPaG

Level	Marks	Description
3 (Detailed)	7–9	AO3 – Demonstrates a detailed evaluation of how the results linked to and supported the original aim of the enquiry. AO3 – Demonstrates a detailed evaluation of how the conclusions linked to and supported the original aim of the enquiry. AO3 – Makes an informed judgement about the extent to which the results and conclusions meet the original aim of the enquiry.
2 (Clear)	4–6	AO3 – Demonstrates a clear evaluation of how the results linked to and supported the original aim of the enquiry.

				AO3 – Demonstrates a clear evaluation of how the conclusions linked to and supported the original aim of the enquiry. AO3 – Makes a clear judgement about the extent to which the results and/or conclusions meet the original aim of the enquiry.	
			1 (Basic)	1–3	AO3 – Demonstrates a basic evaluation of how the results linked to and supported the original aim of the enquiry. AO3 – Demonstrates a basic evaluation of how the conclusions linked to and supported the original aim of the enquiry. AO3 – Makes basic and/or generic judgements about the extent to which the results and/or conclusions meet the original aim of the enquiry.	
				0	No relevant content.	

The levels will reflect the extent to which students' can link their results and conclusions and use them to support/not support the original aim of their enquiry.

- **Level 3 (detailed)** reference to both results and conclusions to provide a detailed evaluation of how they supported the original aim of the enquiry.
- **Level 2 (clear)** reference to results and/or conclusions to provide a clear evaluation of how they supported the original aim of the enquiry.
- **Level 1 (basic)** reference to results and/or conclusions to provide a basic evaluation of how they supported the original aim of the enquiry.

<u>Indicative content</u>

The command is 'suggest' so the focus of the question is a suggestion of how the results gained and conclusions drawn supported the original aim of the enquiry and supported the student to be able to reach a judgement which is supported by evidence.

- The response should be seen in relation to the original aim of the enquiry.
- Students might consider the question in terms of accuracy/validity.
- Students might consider the original aim of their enquiry as to its appropriate/inappropriateness.
- Students might consider the accuracy of their results and how this affected the conclusions they drew.
- They may consider how far their conclusions supported them to reach a judgement about the original aim of their enquiry.
- Other data that could be useful to the enquiry but wasn't collected could be discussed.

		• They may refer to data collection methods when discussing accurate/inaccurate results leading to valid/invalid conclusions. AO3 = 9 marks	
		Spelling, punctuation and grammar (SPaG) **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