GCSE
GEOGRAPHY
8035/3

Paper 3 Geographical Applications

Mark scheme

June 2023

Version: 1.0 Final

2 3 6 G 8 0 3 5 / 3 / M S

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:

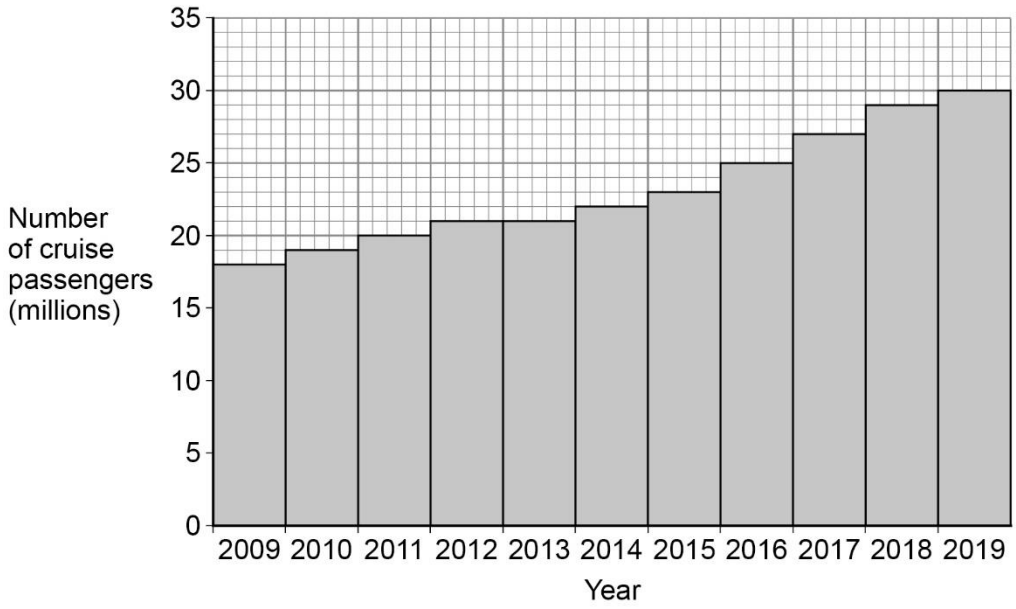
- **High performance** – 3 marks
- **Intermediate performance** – 2 marks
- **Threshold performance** – 1 mark

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

General guidance

- Mark schemes should be applied positively. Examiners should look for qualities to reward rather than faults to penalise. They are looking to find credit in each response they mark. Unless the mark scheme specifically states, candidates must never lose marks for incorrect answers.
- The full range of marks should be used. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Do NOT add ticks to level-marked questions – use the highlight tool/brackets to signify what is relevant.
- Sometimes there are specific "triggers" in the mark scheme that enable higher level marks to be awarded. For instance, an example or case study may be required for Level 3 if it is stated within the question.
- Where a source, such as a photograph or map, is provided as a stimulus it should be used if requested in the question, but credit can often be given for inferred as well as direct use of the source.
- Always be consistent – accept the guidelines given in the mark scheme and apply them to every script
- If necessary make comments to support the level awarded and to help clarify a decision you have made.
- Examiners should revisit standardised script answers as they apply the mark scheme in order to confirm that the level and the mark allocated is appropriate to the response provided.
- Mark all answers written on the examination paper.

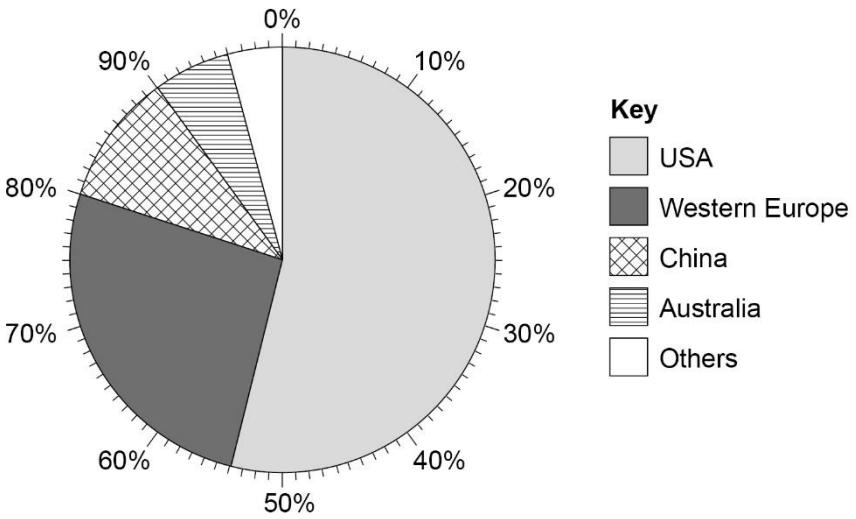
Section A : Issue evaluation

Qu	Pt	Marking Guidance	Total marks
01	1	**In 2018, which world region had the largest number of international tourist arrivals?** Europe AO4(c) – 1 mark	1
01	2	**Complete graph below using the following data: Number of cruise passengers in 2019 – 30 million.**  Line must touch the 30 million mark on right hand edge of the graph. Bar does not have to be shaded in. AO4(c) – 1 mark	1

01	3	**Complete the following table by calculating the total spending ($) for an average cruise ship visit.** |	
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Passenger spending	415 320
Crew spending	112 057
Cruise company spending	148 618
Total	**675 995**	 If answer is correct but written outside the box, it can be credited AO4(c) – 1 mark	1

01	4	**To what extent can tourism create opportunities for economic development?** | Level	Marks	Description
---	---	---
3 (Detailed)	5–6	AO3 – Applies knowledge and understanding to demonstrate a detailed evaluative understanding of how tourism can create economic opportunities, making specific links between different elements of the specification. AO4 – Communicates ideas with clarity and good use of geographical language.
2 (Clear)	3–4	AO3 – Applies knowledge and understanding to demonstrate a clear evaluative understanding of how tourism can create economic opportunities, making some links between different elements of the specification. AO4 – Communicates ideas effectively with some use of geographical language.
1 (Basic)	1–2	AO3 – Applies knowledge and understanding to offer basic evaluative points which identify economic opportunities related to tourism. Limited links between different elements of the specification. AO4 – Communicates ideas using basic language.
	0	No relevant content. | • **Level 3 (detailed)** – a range of supporting points identified and developed from the resources in order to develop a discussion. Offers detailed observations which develop a balanced discussion which considers both individual and broader national economic impacts. May refer to taxation and how this can lead to improving public services. • **Level 2 (clear)** – Clear use of resources which identifies individual and/or broader national economic factors.	6

		• **Level 1 (basic)** – a limited number of appropriate points identified/copied which are used to offer basic descriptive observations with limited attempt to offer a discussion. May be limited to basic ideas about jobs/money. No credit for environmental issues unless linked to economic factors <u>Indicative content</u> • There are five main strands running through the resources which link to the question: o tourism can bring in significant income and operate positively through the multiplier o tourism can create individual opportunities which can improve the quality of life o tourism income can positively affect the balance of payments and give governments the opportunity to increase spending on social facilities and infrastructure o there is also reference to regional disparity and how tourism can create opportunities in areas within a country that have few other possibilities. • There are questions about the security of the industry (seasonality/external shocks etc.) which may affect the extent to which the industry can be economically influential. AO3(c) – 3 marks, AO4(d) – 3 marks	

02	1	**Complete the pie chart below using the following data.** **Australia – 6%, Others – 4%.** **Source of cruise arrivals in the Caribbean**  Sectors accurate in relation to the shading in the key (award the mark if order incorrect as long as sectors are correctly shaded in relation to the key). Line shading does not have to be totally horizontal – as long as it is clearly line shading. AO4(c) – 1 mark	1

02	2	**Suggest one reason why so many visitors to the Cayman Islands come from the USA.** Ideas may include: • relative position (close to/near the USA) • USA is a wealthy country • USA has a significant amount of retired people • positive political relationships with the Caribbean/seen as safe • awareness/perception of similar conditions/culture. • USA has a large population • ease of travel No credit for going to see a particular attraction or feature in the Cayman Islands such as turtles/museum etc AO3(a) – 1 mark	1

02	3	**'The cruise industry is an example of a global industry.' Do you agree? Outline one reason for your choice.** Marks based on the reasoning, NOT the choice. **YES** – Idea that it involves a number of countries from different parts of the world/can go anywhere in the world (1) with some relative place reference (1) – this can be specific names or regions (LIC/NEE idea).	2

		NO – Idea that it does not involve a broad range of countries / is largely dominated by a small number of countries/ limited by income (1) with some relative place reference (1) – this can be specific names or regions (LIC/NEE idea). AO3(a) – 2 marks	

<table>
<tr>
<td>02</td>
<td>4</td>
<td>
Explain how physical and cultural factors are important in attracting visitors to the Cayman Islands.
<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>2
(Clear)</td><td>3–4</td><td>AO2 – Demonstrates a clear understanding of the idea of the physical and cultural factors that attract visitors
AO2 – Demonstrates a clear appreciation of the physical and cultural characteristics and the importance of these factors in attracting visitors.</td></tr>
<tr><td>1
(Basic)</td><td>1–2</td><td>AO2 – Demonstrates limited understanding of the idea of the physical and/or cultural factors
AO2 – Demonstrates limited appreciation of the physical and cultural characteristics and the importance of these factors in attracting visitors.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Level 2 (Clear) – sound use of resources which identifies the physical and cultural factors that play a part in attracting particular types of visitors.

Level 1 (Basic) – a limited number of appropriate points identified/copied which are seen as factors which might attract visitors.

Max 3 marks for clearly developed explanation of either physical or cultural factors. Both physical and cultural must be covered for top Level 2.

<u>Indicative content</u>
• There are a number of largely generic environmental (physical) factors which attract visitors, including; the sea, the landscape, the weather.
• There are a number of largely generic cultural factors which might attract visitors, including; food, music, buildings, art.
• There are more specific observations which identify particular points which are more unique to the Cayman Islands, including; the coral reef and associated marine life, sub-tropical forests and particular cultural characteristics.
• People might be attracted by very specific characteristics (diving – marine life).
• Allow idea of turtle centre as a cultural attraction

AO2(1) – 2 marks, AO2(2) – 2 marks
</td>
<td>4</td>
</tr>
</table>

02	5	**Explain why the proposed development in the Cayman Islands is called a 'multi-use development'.** 1 mark – Idea that it contains more than one function/facility or implied more than one function/facility. 2nd mark – some development which offers exemplification which could be; cruise ship tourism, trade port, regeneration of the area near the port, infrastructural development. It provides (both) social and economic opportunities It is called multi use because it includes more than one function/facility/purpose/use (1), it is about improving tourism, local business and the environment (d)(1). More than one element can be implied by identifying different elements, so, "Because it includes…and…and…" (2 marks). AO2 (1) – 2 marks	2

02	6	**Suggest why the development of tourism is an example of an economic versus environmental issue.**	6

Level	Marks	Description
3 (Detailed)	5–6	AO3 – Demonstrates thorough application of knowledge and understanding and a sound interpretation of the economic versus environmental debate. AO3 – Applies understanding to make a judgement based on a wide range of evidence, making specific links between different elements of the specification.
2 (Clear)	3–4	AO3 – Demonstrates clear application of knowledge and understanding and some interpretation of the economic versus environmental debate. AO3 – Applies understanding to make a judgement based on a reasonable range of evidence, making some links between different elements of the specification.
1 (Basic)	1–2	AO3 – Demonstrates basic application of knowledge and understanding and offers points about economic and/or environmental factors. AO3 – Applies understanding to make a judgement based on a narrow range of evidence, with limited links between different elements of the specification.
	0	No relevant content.

Level 3 (detailed) – Offers detailed observations about economic and environmental factors related to the development of tourism and uses these to develop a discussion and reach an evidenced judgement about why tourism creates economic v environmental issues.
Level 2 (clear) – Offers some observations about economic and environmental factors related to the development of tourism which are not always balanced. Uses these observations to reach a clear judgement about why tourism creates economic v environmental issues.

		Level 1 (basic) – Identifies a narrow range of basic economic and/or environmental factors which suggests that the development of tourism has a number of impacts.
		Max Level 1 if answer is just focused on economic or environmental issues.
		
		<u>Indicative content</u>
		
		• There are clearly identified economic gains and environmental losses in relation to the development of tourism.
		• There are clearly identified specific issues which may be generated as a result of tourism development.
		• May be a particular issue because the environment is seen as particularly fragile.
		• The extent to which tourism creates issues will be determined by a number of factors, including:
		  ○ the type of tourism
		  ○ the level of saturation (scale)
		  ○ the amount of infrastructural development required
		  ○ economic policy relating to the development of industry
		  ○ environmental legislation
		  ○ the effectiveness of management.
		
		Candidates can make use of the resource booklet and/or their wider learnt knowledge to address this question.
		
		AO3(a) – 3 marks, AO3(d) – 3 marks	

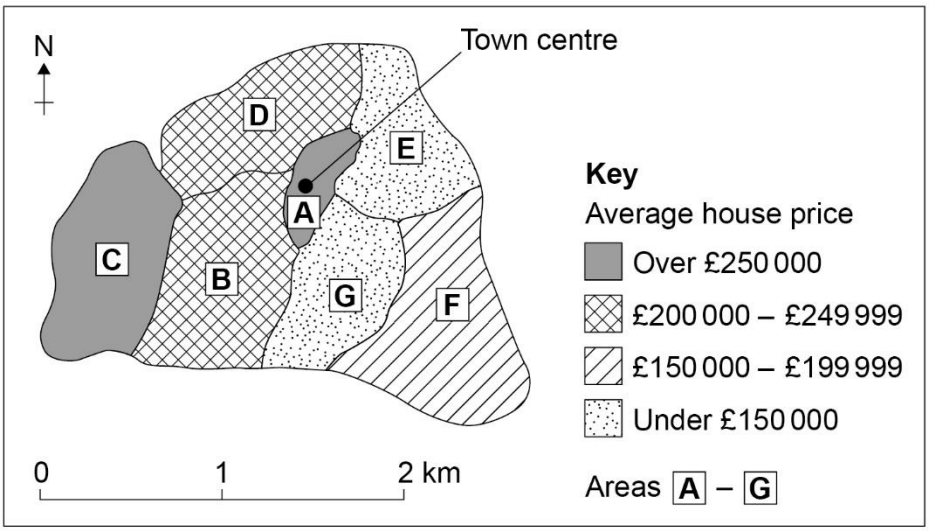
03		**Do you think that the cruise ship terminal and port facility development proposed by the Cayman Island government in 2019 should go ahead?** **Use evidence from the resources booklet and your own understanding to explain your answer.**	9 + 3 SPaG

Level	Marks	Description
3 (Detailed)	7–9	AO3 – Demonstrates thorough application of knowledge and understanding in evaluating the opportunities and challenges relating to the proposed development. 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 with clarity and good use of geographical language.
2 (Clear)	4–6	AO3 – Demonstrates clear application of knowledge and understanding in evaluating the opportunities and challenges relating to the proposed development. 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 effectively with some use of geographical language.
1 (Basic)	1–3	AO3 – Demonstrates basic application of knowledge and understanding in evaluating the opportunities and challenges relating to the proposed development. 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.
	0	No relevant content.

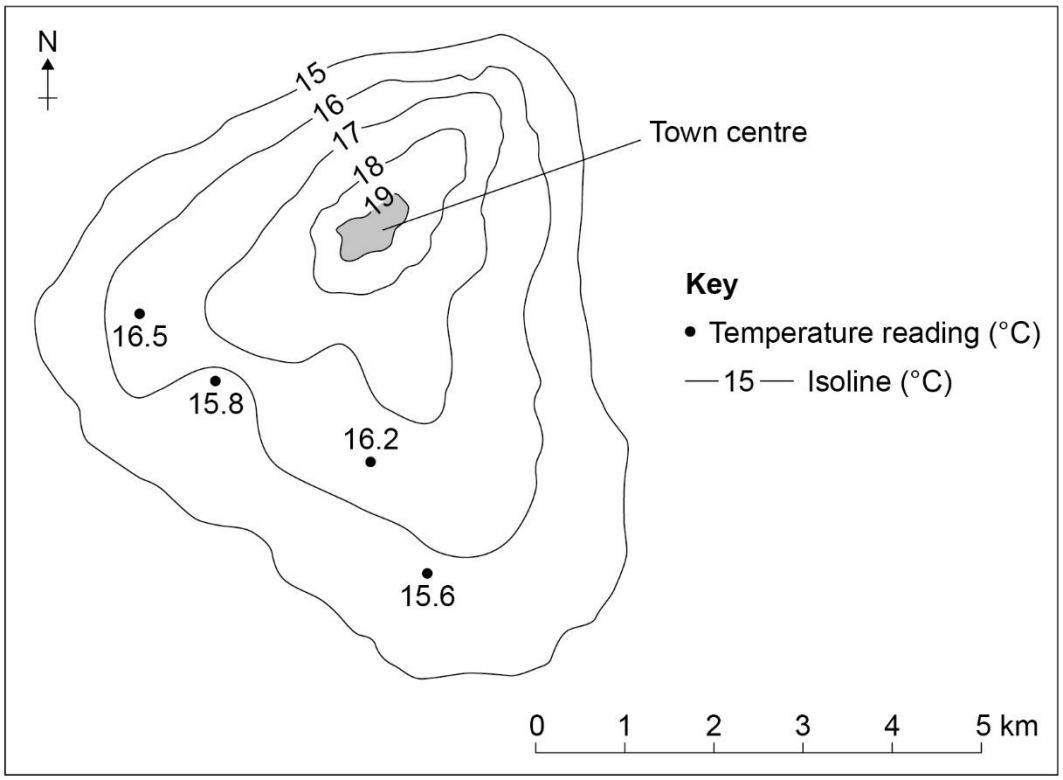
		• **Level 3 (detailed) –** a wide range of supporting points identified and developed from the resources in order to support a judgement. Reference made to points across the resource booklet which brings in the wider specification context. Offers detailed observations which develop a discussion and support an evidenced judgement. • **Level 2 (clear) –** sound 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 selectively copied or with limited development. Offers a narrow range of basic observations to support a judgement. <u>Indicative content</u> • Tourism is seen as a fundamentally important part of the local economy. • Responses might use evidence to consider either the advantages or the disadvantages of the proposed development. A more general discussion is likely to be self- limiting in relation to the use of specific locational evidence. • Focus might be concentrated on the tourism element with limited reference to the other aspects of the proposal (the port development and the redevelopment of what is seen as a run down and unattractive area). A narrow assessment of just tourism is likely to be self-limiting. • There is a lot of information throughout the resource about the potential of cruise tourism and the amount of income and multiplier opportunities that it can create. • There are significant environmental questions about potential disturbance of the sea bed and marine life and also pollution issues. • Cruise liners are not always seen as particularly environmentally friendly. • There is a clear discussion about the direction that tourism should take in the Cayman Islands (cruise tourism or long stay tourism) and whether the continued expansion of cruise tourism will be at the expense of long stay tourism. • The development is not just about tourism, it is also about improving the port and what is seen as a run-down area. • The existing port facilities are clearly not adequate in relation to the continued economic development of the area. • There may be an argument that the port development and regeneration can occur without the development of the cruise element or that the scale of the cruise element might be reduced. AO3(c) – 3 marks, AO3(d) – 3 marks, AO4(d) – 3 marks	
		Spelling, punctuation and grammar (SPaG) **Responses with SPaG marks that gain a mark of 0 for the content/skills of the question can still be awarded SPaG marks if the response is judged to be a genuine attempt to answer the question.** **High performance**	**3**

		• 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'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.	**2** **1** **0**

Section B: Fieldwork

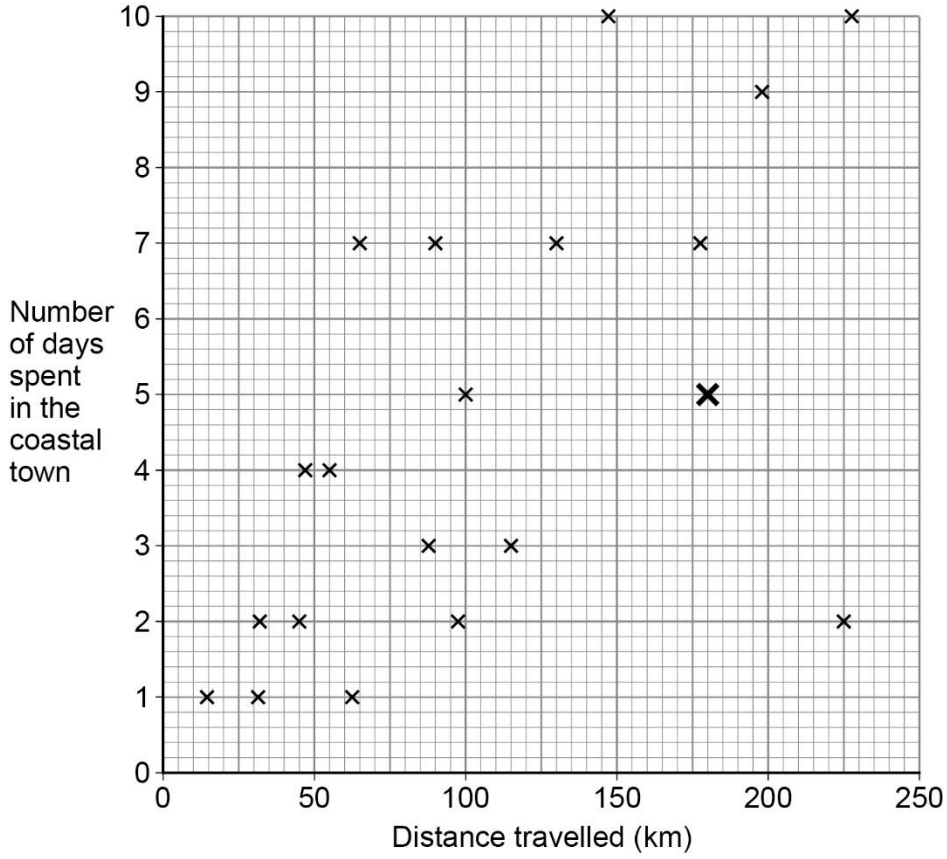
Qu	Pt	Marking guidance	Total marks
04	1	**Complete Figure 4 using the following data. – Average house price in area G: £148 200** Area G (£148 200) using appropriate legend from key.  AO4 (1c) – 1 mark	1
04	2	**Suggest what the map shows about the pattern of house prices in the town.** For 2 marks **more than one** price band should be considered 2x1 marks or 2 marks for a developed point. • There is only a partial pattern because the highest priced houses are found in the centre and/or the western part of the town (1) while the lowest priced are in a band from north to south. (d)(1) • House prices seem to be higher in the west where all the houses are in the highest two categories (1) and cheaper in the east. (d) (1) • Compass points not needed-allow left/right etc of town. No credit for simply repeating the data eg G and E have lower prices AO3 (1a) – 2 marks	2

04	3	**Suggest two ways that the house price survey could be adapted to make it more useful.** 2x1 marks Any reasonable points. Ideas might include: • wider range of types of properties • smaller areas/larger number of areas • smaller price ranges/more price ranges AO4 (1b) – 2 marks	2

04	4	**Complete the isoline map for 16 ºC on Figure 5.** Line clearly and accurately between the appropriate data points and not touching or crossing other lines.  AO4 (1c) – 1 mark	1

04	5	**Describe the pattern shown by the isoline map (Figure 5).** 1 mark for awareness of decrease from town centre. 2nd mark for some development which might include: • observation about rate of change in different directions • comparative use of data It is highest in the city centre (1), gradually decreasing by about 1 °C every 1km. (d)(1) It decreases from the city centre (1), more noticeably in the north/north-west. (d)(1) The temperature is highest in the town centre (1) and (generally) decreases with distance from the centre (d) (1) AO4 (1c) – 2 marks	2

04	6	**Which of the following would be an appropriate alternative way of presenting the data shown on Figure 5?** **D**: Proportional symbol map No mark if more than one circle shaded. AO4 (1a) – 1 mark	1

04	7	**Complete Figure 6 by adding the following data.** **Distance travelled: 180km** **Number of days spent in the coastal town: 5 days** A mark (cross/dot etc) which clearly touches the 180km and 5 days intersection.  AO4 (1c) – 1 mark	1

04	8	**To what extent does the data shown in Figure 6 prove the original hypothesis, 'The further visitors travelled the longer they stayed'?**	4

Level	Marks	Description
2 (Clear)	3–4	AO3 – Demonstrates clear judgement about the extent to which the data proved the original hypothesis. AO4 – The data in **Figure 6** clearly referenced in relation to a judgement about the hypothesis.
1 (Basic)	1–2	AO3 – Demonstrates a superficial judgement about the extent to which the data proved the original hypothesis. AO4 – Some reference to the data in **Figure 6**.
	0	No relevant content.

The answer must link the data to a judgement about the extent to which the hypothesis is proven.

Level 2 - An appreciation that the data suggests that there is a relationship but it is not that strong and there are significant anomalies which suggests that the hypothesis is partially proven.
Level 1 - An appreciation that the data suggests that there is a relationship with limited discussion about the strength (extent) of the relationship.

Allow "no clear relationship" but NOT "no relationship"

<u>Indicative content</u>

- There appears to be a general positive relationship.
- There is a cluster of visitors who travel short distances and only stay for up to 4 days.
- There are a number of people who stay for the same amount of time (7 days) but come from a wide range of distances.
- Two people came from over 200km but stayed very different lengths of time
- Overall, there appears to be a positive relationship but there are a wide spread of points which suggests that the relationship is not that strong.
- The hypothesis appears to be partially proven, but the data suggests that there may be a variety of factors (other than distance) that might affect duration of stay.

Max 3 marks if there is no specific use of data.

AO3 (1d) – 2 marks, AO4 (1c) – 2 marks

04	9	**The student decided to write a questionnaire in order to collect additional information about visitors to the coastal town.** **Suggest and justify one question that the student might use in their questionnaire.** 1 mark for an appropriate question which clearly references visitors to a coastal town (link to original hypothesis). 1 mark for justification Examples might include: • Why did you come to visit the area? (1) idea of business/leisure/visiting relatives). (1) • How often do you visit the area? (1) (amount of regular visitors/suggests how attractive it is). (1) • Where do you stay? (1) (different types; hotel/guest house/holiday home owner/visiting relatives). (1) • Credit any other appropriate question eg What type of transport did you use? Which attractions do you intend to visit? • Credit 1 mark for valid justification even if the question is not clear /not creditworthy. AO4 (1a) – 2 marks	2

05	1	**Suggest one reason why the chosen location was suitable for data collection in your human geography enquiry.** Answers must relate to the human geography enquiry. **Max 1 mark** if reference to physical geography enquiry, or if it is not clearly a human geography enquiry. ie a purely generic reason Examples can include: 1 mark for saying why the location was suitable • The location was easily accessible (1) • The location was safe (1) • Relevant/appropriate data matching the enquiry/aim was available for collection (1) • The risk was low and/or manageable (1) • There were a range of appropriate/relevant survey points available (1) • The scale was manageable/suitable (1) Credit specific relevance to aim of enquiry (may be indicated in title) 2nd mark for development of the reason • The location was easily accessible (1) as it was within walking distance/it was in a pedestrian area/ there was public access/showed land use clearly/ so data could be collected within one day or visit (d)(1). • The location was safe (1) as it was away from roads and junctions/was in a wide-open space/ area was covered by CCTV (d)(1). • Relevant/appropriate data was available for collection (1) which meant they reduced the risk of anomalous results/they could collect data directly linked to the aim (d)(1). • The risk was low and/or manageable (1) so that students were safe while completing their enquiry (d)(1). • There were a range of appropriate survey points available (1) with enough variation within the locality to show changes over time/ over distance/between different areas, locations or land use/ has good pedestrian footfall (d)(1). AO3 (1b) – 2 marks	2

05	2	**Justify one primary data collection method used in your physical geography enquiry.** Answer must relate to the **physical** geography enquiry. **Max 1 mark** if reference to human geography enquiry. Answers will be dependent upon the type of investigation being undertaken. Credit can only be given to **one** data collection method. 1st mark for identifying data collection method. • A pebble survey was carried out on the beach. (1) • A speed of flow test was carried out in the river. (1) • Measurement of sand either side of a groyne was collected. (1) • A quadrat was used to measure percentage vegetation (1) • A bipolar survey about coastal management was carried out (1) 2nd mark for limited justification, by offering a reason. • A pebble survey was carried out on the beach (1) to show the location of different sized pebbles on the beach. (d)(1) • A speed of flow test was carried out in the river (1) to measure the velocity at different points within the river. (d)(1) • Measurement of sand either side of a groyne was collected (1) to show variations in height of deposited material. (d)(1) • A quadrat was used to measure percentage vegetation (1) to show how plant cover changed inland (from the sea) (d) (1) • A bipolar survey about coastal management was carried out (1) to obtain individual opinions about its success (d) (1) 3rd mark for well-developed point and clear reasoning. • A pebble survey was carried out on the beach (1) to show the location of different sized pebbles on the beach (d)(1) to show the effects of wave erosion by attrition. (d)(1) • A speed of flow test was carried out in the river (1) to measure the velocity at different points in the river (d)(1) to show how the flow of water varies from source to mouth. (d)(1) • Measurement of sand either side of a groyne was collected (1) to show variations in height of deposited material (d)(1) to find out the direction of Longshore Drift. (d)(1) Note that 2nd and 3rd marks are for justification not description. AO3 (1c) – 3 marks	3

<table>
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<td>05</td>
<td>3</td>
<td>
Assess the effectiveness of your data presentation technique(s) in your physical geography enquiry.

Answer must relate to the physical geography enquiry.

<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>3
(Detailed)</td><td>5–6</td><td>AO3 – Offers detailed assessment of effectiveness of the data presentation technique(s).

AO3 – Makes detailed judgements about the effectiveness of the data presentation technique(s) with reasoned observations.</td></tr>
<tr><td>2
(Clear)</td><td>3–4</td><td>AO3 – Offers clear assessment of the effectiveness of the data presentation technique(s).

AO3 – Makes clear judgements about effectiveness of the data presentation technique(s) with reasoned observations.</td></tr>
<tr><td>1
(Basic)</td><td>1–2</td><td>AO3 – Offers basic assessment of effectiveness of the data presentation technique(s).

AO3 – Makes basic judgements which show some awareness about the effectiveness of the data presentation technique(s).</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>

• Level 3 (detailed) detailed evaluation of the effectiveness of the identified data presentation technique(s).

• Level 2 (clear) clear evaluation of the effectiveness of the identified data presentation technique(s).

• Level 1 (basic) limited evaluation and/or description of a data presentation method(s). Basic reasoning of the use of the technique linked to aiding presentation of data.

Max Level 1 for reference to human geography data presentation techniques.

Max Level 1 if presentation technique is not specified ie a generic assessment of presentation techniques.
No credit for consideration of results.

<u>Indicative content</u>
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<td>6</td>
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		The command word is 'assess' therefore there is an expectation that the candidate provides a rationale or gives reasons for the effectiveness/appropriateness of the data presentation technique(s) in presenting the data. Any method of data presentation technique(s) is acceptable but the presentation technique(s) selected must relate to a **physical** geography fieldwork investigation. The most likely techniques to be used are graphical and cartographical techniques eg scattergraphs, bar graphs, pie charts etc. Description of the data presentation techniques(s) may be present but is not required. The focus should be on the effectiveness of the data presentation technique(s) used. Features within the presentation technique will be discussed in terms of the effectiveness in helping to present data clearly and/or interpret data and can also be discussed in terms of the techniques being effective or ineffective: • Sectors of graphs such as pie charts, proportionality applied to data so that it could be presented on a map to show variation, distribution and spatial differences across a map. • Sectors of bar graphs to help accurately show proportion. • Data plots on scatter graphs to help clearly indicate trends in relationships between variables with the addition of a best fit line to show the correlation between variables. • Cross-sections/profiles drawn to scale to highlight changes in gradient and location of particular physical features over a distance. • Use of field sketches, annotated photographs to identify characteristics of landscape and some of the physical processes that take place in river/coastal environments. • Dispersion graph to show the degree of clustering or spread of values around the mean. AO3 (1c) – 3 marks, AO3 (1d) – 3 marks	

05	4	**For one of your fieldwork enquiries, to what extent did the data collected help you to obtain accurate results and reach a valid conclusion(s)?**	9 + 3 SPaG

Level	Marks	Description
3 (Detailed)	7–9	AO3 – Demonstrates a detailed evaluation of the data in relation to the needs of the enquiry. AO3 – Makes a developed judgement about the extent to which the data provided sufficient evidence to obtain accurate results and to make a valid conclusion. AO3 – Makes a developed judgement about the extent to which the enquiry allowed accurate results and a valid conclusion to be reached.
2 (Clear)	4–6	AO3 – Clear evaluative observations about the data in relation to the needs of the enquiry. AO3 – Makes a clear judgement about the extent to which the data provided sufficient evidence to obtain accurate results and/or to make a valid conclusion. AO3 – Makes a clear judgement about the extent to which the enquiry allowed accurate results and/or a valid conclusion to be reached.
1 (Basic)	1–3	AO3 – Limited evaluative observation(s) about the data in relation to the needs of the enquiry. AO3 – Makes a basic judgement about the extent to which the data provided sufficient evidence to obtain accurate results and/or to make a valid conclusion. AO3 – Makes a basic judgement about the extent to which the enquiry allowed accurate results and/or a valid conclusion to be reached.
	0	No relevant content.

The levels will reflect the extent to which students' link improvements in their investigation with an evaluation of their results and conclusion.

- **Level 3 (detailed)** reference to the usefulness of the data in relation to the aims of the enquiry with some appreciation of whether it provided sufficient evidence to reach accurate results and draw a valid conclusion. Where the data did not provide sufficient evidence/did provide sufficient evidence there needs to be a judgement made expressing this view with evaluative observations supporting this view.

- **Level 2 (clear)** reference to the usefulness of the data in relation to the aims of the enquiry with some appreciation of whether it provided sufficient

		evidence to reach accurate results and/or draw a valid conclusion. Where the data did not provide sufficient evidence/did provide sufficient evidence there needs to be a judgement made expressing this view with some clear justification for this judgement. • **Level 1 (basic)** reference to why the data was useful in relation to the aims of the enquiry with simple appreciation of how it provided evidence to reach accurate results and/or draw a valid conclusion. Limited reference to whether there was sufficient evidence and why this might have been the case. • Max Level 2 if answer considers accuracy of results (or conclusions) only. <u>Indicative content</u> The command is 'to what extent' so the focus of the question is an evaluation of the degree to which the data collected allowed the student to achieve accurate results and reach a valid conclusion. There is an expectation of a judgement which is supported by evidence. • The response should be seen in relation to the validity of the conclusion reached. • Students might consider the question in terms of accuracy/reliability/validity. • Students might consider the reliability of the methods they used to collect the data and how these methods affected the quality of the data collected. • Students might consider how the data collected affected the accuracy of their results and how this then affected the conclusion they drew. • Students might consider the reliability of the methods they used and how this affected both the accuracy of their results and the validity of the conclusions they drew. • They may consider improvements in their investigation with an evaluation of their results and conclusion. • They may consider how far their conclusions are valid in relation to the title/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. • Credit reference to additional data as implied evaluation. AO3 (1c) – 3 marks, AO3 (1d) – 6 marks	
		Spelling, punctuation and grammar (SPaG) **Responses with SPaG marks that gain a mark of 0 for the content/skills of the question can still be awarded SPaG marks if the response is judged to be a genuine attempt to answer the question.** **High performance** • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.	**3**

		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'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.	**2** **1** **0**