GCSE
GEOGRAPHY
8035/3

Paper 3 Geographical applications

Mark scheme

June 2024

Version: 1.0 Final

2 4 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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.

One mark questions will not need ticks or crosses or NC (no credit). 2 and 3 mark questions will require ticks to show where credit is being awarded. The number of ticks must equal the mark awarded. You do not need to 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.

All levels marked questions will have the level awarded at bottom left of response, which might be on an additional page. Creditworthy parts of an answer can (optionally) be highlighted.

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

<table>
<tr><th>Qu</th><th>Pt</th><th>Marking Guidance</th><th>Total marks</th></tr>
<tr><td>01</td><td>1</td><td>What was the difference between the National Housing Federation (NHF) housing demand figure of 340 000 homes and the actual new housing supply in 2018?

C – 120 000

AO4 – 1 mark</td><td>1</td></tr>
<tr><td>01</td><td>2</td><td>Describe the relationship between average house prices and average household income in England (2019).

1 mark – an understanding that the higher the income, the higher the house price.

2nd mark – Identifies the general relationship and makes an additional specific point, anomalies, 5–8 ranking; rank order not totally the same; where house prices are very similar the ranking may be different; idea about multiples, ie houses in London are 50% more expensive (approx) than the South East while incomes are only 20% higher (approx).
In general places with higher incomes have higher house prices (1);
• use of relative examples (d)
• however, use of anomalies (d)
• although the pattern is not even (East Midlands approx. 10x,London approx. 15x) (d)

AO4 – 2 marks</td><td>2</td></tr>
<tr><td>01</td><td>3</td><td>Suggest how brownfield development could help to regenerate urban areas.

<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3 (Detailed)</td><td>5–6</td><td>AO3 – Demonstrates a detailed analytical understanding of brownfield areas and how their development might play a part in urban regeneration.
AO3 – Detailed evaluative appreciation of how brownfield development might play a part in urban regeneration.</td></tr><tr><td>2 (Clear)</td><td>3–4</td><td>AO3 – Demonstrates a clear analytical understanding of brownfield areas and how their development might help to improve urban areas.
AO3 – Clear evaluation of how brownfield development might play a part in urban regeneration.</td></tr><tr><td>1 (Basic)</td><td>1–2</td><td>AO3 – Demonstrates a basic analytical understanding of brownfield areas and how their development might create positive opportunities.</td></tr></table></td><td>6</td></tr>
</table>

		AO3 – Basic evaluation of how brownfield development might improve urban areas.	
	0	No relevant content.	

- **Level 3 (detailed)** – Shows a sound understanding of how brownfield development can help to regenerate urban areas by developing social and economic opportunities and improve the environment which will encourage people to live in the area and industry to locate there and consequently bring money into the area (appreciation of "cause-effect" and implied understanding of the multiplier effect).

- **Level 2 (clear)** – Shows how brownfield development can improve urban areas and create a range of opportunities. Shows an understanding of how this links to regeneration.

- **Level 1 (basic)** – Shows how brownfield development can change an area with simple points, for example; more jobs and money, making it look nicer. Largely descriptive with very limited understanding of regeneration. Points may be largely lifted from the resource.

<u>Indicative content</u>

- The resources include observations about the potential scale of some brownfield developments (a scheme of 5000 homes is mentioned).
- It is clear that brownfield developments are often multi-use developments, with a focus on environmental improvement, which is much like many regeneration strategies.
- Brownfield developments include housing, commercial activity, modern business and leisure activities, often attracting a younger, dynamic population, who will spend money locally.
- Brownfield developments bring a significant number of people back into the area, to both live and work.
- Areas that need regenerating often have social, economic and environmental challenges and brownfield development can address all of these issues.
- Credit reference to urban greening initiatives.
- Credit comparative statements relating to greenfield/ brownfield sites

AO3 – 6

01	**4**	**Give two ways urban sprawl can damage the environment.** Any two reasonable points which might be direct (the building phase) or indirect (as a result of added use). Points might include: • removal of vegetation/deforestation/loss of countryside or green space • change/damage to water courses • draining wetlands • destruction of habitats/loss of biodiversity • increased risk of flooding • traffic/water/air pollution/climate change	2

		• increasing waste issues. • destroys farmland Pollution must be qualified. AO2 – 2 marks	

01	**5**	**'The housing challenge in England is not just about building more houses.'** **Use information from Figure 1 to discuss this statement.**	6

Level	Marks	Description
3 (Detailed)	5–6	AO3 – Uses resources in detail to consider how the housing challenge is a complex mix of factors. AO3 - Detailed evaluative appreciation of the complexity of the housing challenge in England.
2 (Clear)	3–4	AO3 – Uses the resources to identify a number of issues associated with the housing challenge. AO3 – Clear evaluative appreciation of the complexity of the housing challenge in England
1 (Basic)	1–2	AO3 – Uses the resources to identify and describe a limited number of factors associated with the housing challenge. AO3 – Basic appreciation that there may be housing issues beyond a simple lack of supply.
	0	No relevant content.

- **Level 3 (detailed)** – Identifies a range of points from the resources which illustrate the breadth of the housing challenge and uses this information to offer evaluative discussion about the factors involved in the issue.

- **Level 2 (clear)** – Uses information from the resources to illustrate that the housing issue is about more than just supply and begins to offer an evaluative discussion about some of the factors involved in the issue.

- **Level 1 (basic)** – Identifies information which suggests some awareness of why the housing issue is about more than just supply with limited evaluative reasoning. Points may be largely lifted from the resource.

Indicative content

- The balance between supply and demand is a significant issue, which is expressed by the differences in the three data sets (actual number of new builds; government target; National Housing Federation projected demand).
- There are significant regional variations in relation to supply and demand, so there is a locational complexity, which can add to regional issues.
- Housebuilding can stimulate demand and be a migratory factor.
- There are issues of poor quality housing, which in some cases significantly affect quality of life. Consequently, additional new homes do not always add to the housing stock since they are simply replacing existing houses.

		• There are issues of suitability (the type of houses) in relation to different needs. • There are significant issues of affordability (both in terms of house buying and renting). • Increases in housing numbers generate a significant increase in the demand for services, which can put areas under pressure. • Large housing estates are sometimes remotely located, making communication and getting to work challenging (idea of building in inappropriate locations). • Idea of housing challenge can be linked to the wider environment. AO3 – 6	

02	**1**	**In which direction is the settlement of Paddock Wood from the proposed Tudeley Village development as shown on the Ordnance Survey map?** **A** – East AO4 – 1 mark	1

02	**2**	**What is the approximate straight-line distance between Tonbridge railway station and the proposed Tudeley Village railway station?** **B** – 4 km AO4 – 1 mark	1

02	**3**	**Using the Ordnance Survey map, describe the physical geography (relief and drainage) of the area north of the Tonbridge to Paddock Wood railway line.**	4

Level	Marks	Description
2 (Clear)	3–4	AO2 – Demonstrates a clear understanding of the concept of physical geography in relation to the area identified on the Ordnance Survey map. AO4 – Uses the Ordnance Survey map to identify physical characteristic(s) with some precision (slope/direction of flow of rivers/height of the land).
1 (Basic)	1–2	AO2 – Demonstrates a basic understanding of the concept of physical geography in relation to the area identified on the Ordnance Survey map. AO4 – Uses the Ordnance Survey map to identify basic physical characteristics (high/low land, rivers).
	0	No relevant content.

- **Level 2 (clear)** Demonstrates an understanding of the relief/slope and/or water features north of the railway line, with reference to the OS map. Or developed point about one or more physical features.

- **Level 1 (basic)** Basic description which identifies simple points about the relief and/or water features, rivers/lakes, woodland.

		Indicative content • The land is low lying, slightly higher towards the north • Gentle slopes/(relatively) flat. • Credit spot heights (eg 17m, 19m, 32m)/contours (eg 20 m)/use of grid references • Rivers (Medway/Bourne) run towards east/north east • River Bourne joins River Medway • The area has a number of ponds/lakes and drainage ditches • There are small areas of woodland, often near ponds/rivers No credit for explanation. AO2 – 2, AO4 – 2	

02	**4**	**Suggest two reasons why people might be attracted to live in Tudeley Village.** Any two reasonable points. Points might include: • Being part of a new community (schools/healthcare/leisure facilities) • Self-contained, providing locals with services/facilities • Good transport links/cycling/walking opportunities • Job/business opportunities • Environmental factors-open spaces, green areas, nature reserves (both within the development and/or the local area –AONB) • Attraction of living in a community designed to be sustainable. • Possible commuting (to London) • Wide variety of housing types/(appeal of) new homes/affordable homes • Close to Tonbridge shops/services. No credit for “better quality of life” or “self-contained” or “mixed use” on its own. AO2 – 2 marks	2

03

To what extent do you think that the Tudeley Village development will be a sustainable settlement?

Use evidence from the resources booklet and your own understanding.

9

+ 3 SPaG

Level	Marks	Description
3 (Detailed)	7–9	AO3 – Demonstrates thorough application of knowledge and understanding in evaluating the extent to which the proposed development is sustainable. AO3 – Applies knowledge and understanding to make a judgement based on a wide range of evidence, making specific links between different elements of the specification. AO4 – Communicates ideas effectively and good use of geographical language.
2 (Clear)	4–6	AO3 – Demonstrates reasonable application of knowledge and understanding in evaluating the extent to which the proposed development is sustainable. AO3 – Applies knowledge and understanding to make a judgement 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 extent to which the proposed development is sustainable. AO3 – Applies knowledge and understanding to make a judgement 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 illustrates elements of the development which might be considered sustainable and those that make sustainability questionable. Offers detailed observations which develop a discussion and support an evidenced judgement.

- **Level 2 (clear) –** sound use of resources in order to support a discussion. Identifies a range of observations which show clear evidence of understanding of sustainability in order to support a judgement.

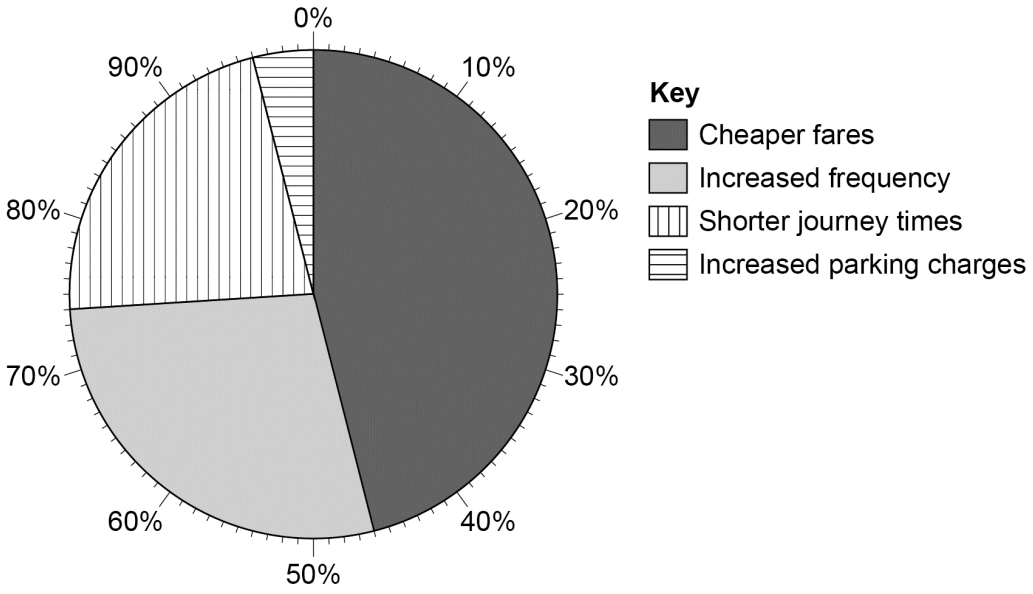
- **Level 1 (basic) –** a limited number of appropriate points identified, mainly from **Figure 3**, which are largely copied or with limited development. Identifies a narrow range of basic observations from the resources which

		consider sustainability with limited understanding of the concept. A largely unsubstantiated judgement. Indicative content • Sustainability can be considered in relation to the specific development and/or its place within the wider community. • The concept of a "sustainable settlement" is defined in the resources in terms of Social, Economic and Environmental impacts. (It is not necessary to include reference to all elements of sustainability). • The developers and supporters of the project identify a number of factors which they consider to be "sustainable", including the overall idea of the development being a self-sustained community. In addition there are points about renewable energy, environmental protection, local employment, community facilities and "sustainable transport systems". • The Local Authority support some of these claims but also consider that the development will create additional traffic pressures and also identify the distinction between planning and potential realities (the development has a "low energy vision" and "modern waste collection facilities are being considered"). • Those opposed to the development identify a number of factors which might make the development less sustainable, including; increased traffic, risks of flooding, increased commuting, supplying and managing utilities. • Broader aspects are also considered, including; impacts on local business, environmental pressures (with the High Weald nearby), added pressure on existing services. • Those opposed to the development also identify the fact that many of the planned services will not be available until a proportion of the houses have been built and this will add to traffic issues and put additional pressure on local services. • There is a broader point about housing supply, with a view that the development will draw in population rather than satisfy local demand. AO3 –6, AO4 –3	

		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. **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.	**3** **2** **1**

		• 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.	**0**

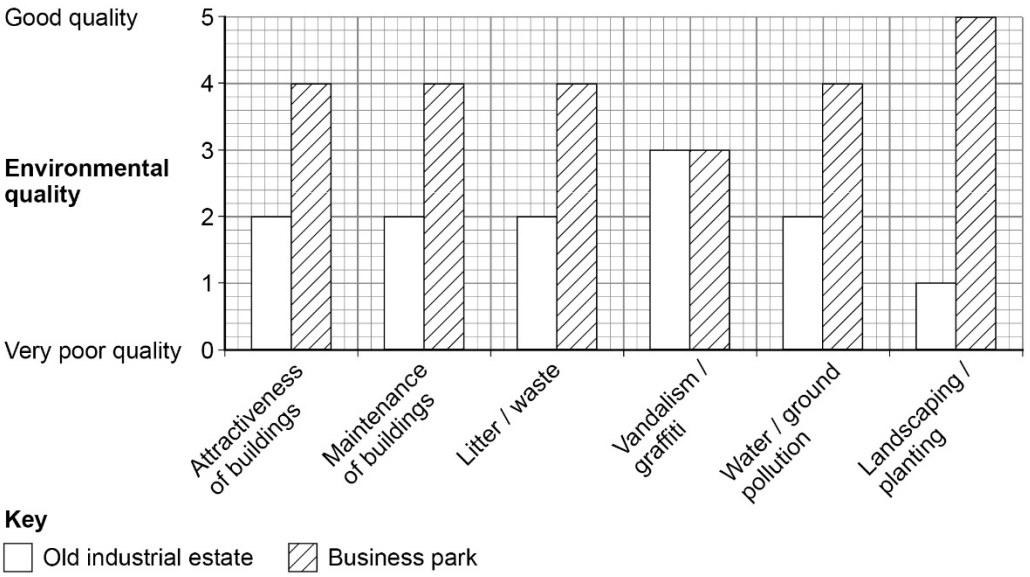
Section B: Fieldwork

Qu	Pt	Marking guidance	Total marks
04	1	**What percentage of the people who were interviewed considered cleanliness to be reasonable?** 58% AO4 – 1 mark	1
04	2	**Complete the pie chart below to show the results of Question 2 in Figure 4.** Mark awarded for correctly drawing line showing a 4%/22% sectors. Shading not essential. (Shorter journey times = 22% and Increased parking charges = 4%). Sectors can be completed in either order.  AO4 – 1 mark	1
04	3	**Which of the following would be an appropriate alternative way of presenting the results of Question 2 in Figure 4?** **B –** Divided bar chart AO4 – 1 mark	1

04	**4**	**Suggest the conclusion(s) that the student might reach in relation to the original hypothesis, 'The cost of fares is the most important factor in encouraging the use of local bus services.'** Observations must relate to the original aim of the investigation ("The cost of fares is the most important factor in encouraging the use of local buses"). Points can be expressed as individual ideas (2 x 1 marks) or as developed or extended ideas which might use data (2 marks). Points might include: • The cost appeared to be a significant factor (1) with nearly half of the people stating it as a reason. (1) • Cost appeared to be a major factor (1) although the other factors added together were more significant. (1) • Cost was an important factor (1) but availability and punctuality together are equally important. (1) • The hypothesis is correct /yes it is true/I agree (1) Use of appropriate evidence for developed point/to support judgement.(d) (1) • Do not credit "yes" on its own AO3 – 2 marks	2

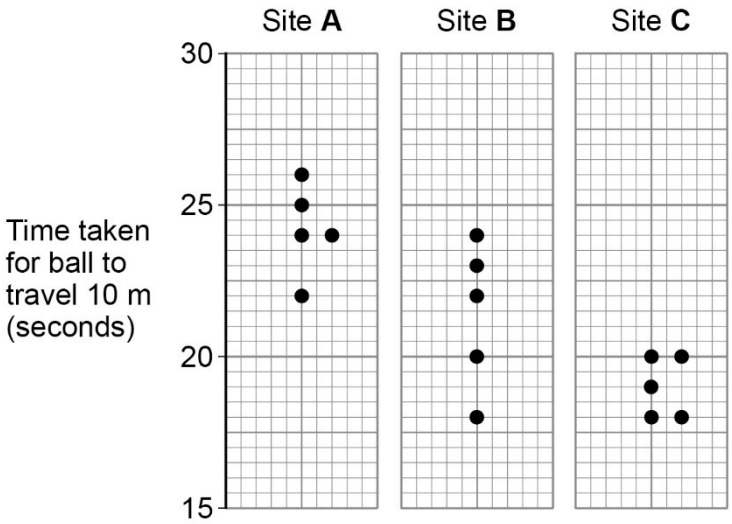
04	**5**	**Complete the environmental quality survey table (in Figure 5) by calculating the Total Score and Mean Score for the business park.** 1 mark for each of Total Scores and Mean Scores (2 x 1 mark) AO4 – 2 marks	2

	Old industrial estate	Business Park
Attractiveness of buildings	2	4
Maintenance of buildings	2	4
Litter/waste	2	4
Vandalism/graffiti	3	3
Water/ground pollution	2	4
Landscaping/planting	1	5
Total score	**12**	**24**
Mean score	**2**	**4**

04	**6**	**Complete the graph below by adding the data for landscaping/planting.** Both bars correct (must touch appropriate horizontal line and not the line either side) and Business Park bar shaded. Allow any reasonable width  AO4 – 1 mark	1

04	**7**	**Suggest one way that the environmental quality survey could be adapted in order to improve the results.** Accept any reasonable suggestion relating to survey design or its application. Points might include: • Describing what each point/number means (reducing subjectivity) • Wider range of environmental features/criteria • Wider range of numeric choices • Not using an odd number (number 3 might be seen as a default position). • Using a larger number of people (to remove bias) • Visiting a range of (business/industrial) sites AO4 – 1 mark	1

04	**8**	**Which of the following would be an appropriate way of presenting the 'Survey of main functions' information shown in Figure 5?** **C** – Land use map AO4 – 1 mark	1

04	**9**	**Complete the dispersion graph below by filling in the missing data for Site C.**  Accept dot position anywhere along 19 line within site C No credit if more than one dot plotted. Other ways of showing the point are acceptable (eg cross) AO4 – 1 mark	1

04	**10**	**Suggest one way that the data collection method could be improved.** Accept any reasonable suggestion. Points might include: • Greater number of sites • Greater distance apart • Larger sample at each site/repeat measurements • More accurate/specialist equipment. AO4 – 1 mark	1

<table>
<tr>
<td>04</td>
<td>11</td>
<td>
To what extent does the data shown in Figure 6 support the original hypothesis, ‘The velocity (speed) of a river increases downstream.’?

Use the data in Figure 7 to support your answer?

<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>2 (Clear)</td><td>3–4</td><td>AO3 – Demonstrates clear application of knowledge and understanding by analysing the data and making a reasoned judgement.
AO4 – Clear reference to the data in Figure 6 and attempts to use the data statistically in order to make an analytical judgement.</td></tr>
<tr><td>1 (Basic)</td><td>1–2</td><td>AO3 – Demonstrates limited application of knowledge and understanding and offers simple analysis which references a basic relationship.
AO4 – Some reference made to the data shown in Figure 6 with no attempt to use the data statistically in order to make an analytical judgement.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>

• Level 2 (Clear) – Appears to support hypothesis but considers the idea of “extent” by considering the strength of data (clear anomalies – the same figures feature at different sites/fastest figures in different sites the same/band of average figures quite narrow OR more detailed use of data (considering both averages and individual site data/calculating average velocity per second).

• Level 1 (Basic) – Appears to support hypothesis, some basic reference to data (time taken appears to decrease/identification of anomaly).

Max Level 1 if data is manipulated accurately but wrong conclusion drawn

• Credit accurate statistics. Average time taken: site A 24.2 seconds site B 21.4 seconds site C 19.0 seconds

• Average velocity: site A 0.41 m/sec, B 0.47 m/sec, C 0.53 metres per second.

• Credit reference to reasons for unreliability of data.

AO3 – 2, AO4 – 2
</td>
<td>4</td>
</tr>
</table>

05	**1**	**For one of your geographical enquiries, outline one reason why it was important to complete a risk assessment in your planning.** Answers must relate to either the human or physical geography enquiry. Examples can include: 1 mark for saying why risk assessment is important for safety/ Identify potential hazards • Plan how to avoid accidents. • Identify low risk sites to use. • Risk at each survey point was assessed, as it can vary. • Hazards might include fast flowing water, slippery surfaces, uneven surfaces, traffic, air/water pollution. 2nd mark for development of the reason. • Important to identify potential hazards (1) so that strategies to address the hazard could be put in place. (d)(1) • Important to stay safe (1) as there might be a risk of fast flowing water (d) (1) • It was essential to plan how to avoid accidents (1) to reduce the chance of an injury occurring. (d)(1) • Identify low risk sites to use (1) so that students were safe while completing their enquiry as the risk was manageable. (d)(1) • Risk at each survey point was assessed, as it can vary (1) to ensure that the risk at each survey point was within safe limits/survey point were changed where their risk was too great/unacceptable. (d)(1) AO3 – 2 marks	2

05	**2**	**Justify the use of one data presentation technique, for example a graph or a map, in your human geography enquiry.** 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** presentation technique. 1 mark for stating the presentation technique and what it shows/how its is used eg Bar chart of house prices, radar graph of EQI scores/used to compare areas, land use map of the city centre. Mark not awarded for simply stating technique on its own eg line graph, bar chart. Presentation technique can be secondary data-either their own work or provided by the teacher. Credit recording sheet for collecting field data if clearly used as presentation method. 1-2 marks for saying why it was used/how it was useful, or developed points. These marks are still available if the 1st mark is not awarded. Examples can include: • Useful for putting data on (1) • To show the location of the enquiry (1) • Useful for comparing different sites (1) • Useful for interpretation/easy to read (1) • Gives a good visual appreciation of the landscape (1) • A good way of identifying important features (1) • Quick way of getting information (1) • More accurate than a sketch (1) • Easy to complete/draw (1) • 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) Credit also the view that these presentation techniques may not be useful, where qualified. Note that the title might be considered as part of the answer. AO3 – 3 marks	3

05	**3**	**Assess the effectiveness of one or more of the data collection method(s) used in your physical geography enquiry.** 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) **and/or** a basic description of data collection methods(s).
	0	No relevant content.

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

Max Level 1 for reference to **human** geography data collection methods.
Max Level 1 for description of data collection method(s).

Indicative content

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, should be credited to top of Level 1 marks, 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: • 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. Note that the title might be considered as part of the answer. AO3 – 6 marks	

05	**4**	**For one of your fieldwork enquiries, to what extent did your results and conclusions answer the enquiry question or hypothesis?**	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 – May demonstrates a basic evaluation of how the results linked to and supported the original aim of the enquiry. AO3 – May demonstrates a basic evaluation of how the conclusions linked to and supported the original aim of the enquiry. AO3 – May make basic **or** generic judgements about the extent to which the results **and/or** conclusions meet the original aim of the enquiry. May make basic descriptive comments about results **and/or** conclusion(s).
	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. Basic description of results **and/or** conclusion(s). <u>Indicative content</u> The command is 'to what extent'' so the focus of the question is an evaluation 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. • Credit evaluation of methodology/possible improvements linked to accuracy of results • Credit reference to data collection methods when discussing accurate/inaccurate results leading to valid/invalid conclusions. Note that the title might be considered as part of the answer. AO3 – 9 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. **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**