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Paper 3 Geographical and Fieldwork Skills

Mark scheme

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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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each 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.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

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 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

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 help. There will 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.

Section A – Geographical skills

Question 1

Qu	Part	Marking Guidance	Total marks
01	1	How many colleges are there in grid square 6591? 2	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks
01	2	Calculate the distance in km along the length of the Roseau (Queen’s) River from the edge of the map extract at 674917 to where the river enters the sea at 645907. 3.75 km • Answers given between 3.5 to 4 km. (1) • Answers given between 3.6 to 3.9 km. (2)	2 marks AO4=2

Qu	Part	Marking Guidance	Total marks									
01	3	Compare the land use activities shown in grid square 6492 with the land use activities found in grid square 6490. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear comparison of the main activities in each grid square. Offers contrasts and/or similarities with supporting evidence from the map.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic and limited comparison of the activities in each grid square. The comparison is largely unsupported by map evidence; otherwise lists specific activities without providing an overall comparison.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content Grid square 6492 is primarily occupied with more industrial activities including power generation, factories and oil storage. More specifically, it also contains a bakery and banana sheds suggesting that food storage and processing also features there. In contrast, activities in grid square 6490 seem to have a predominantly administrative function with official government buildings including HQ, treasury and customs. There are also educational facilities including schools and a library as well as being a centre for retail and hospitality with a market and a number of hotels suggesting there may also be tourism activities. There is also a factory located in 6490 suggesting a more built-up and mixed range of functions in the city centre. There are some similarities in that both areas have a coastline with jetties/harbours, though the deep-water harbour in 6492 suggests that this area is more a commercial trading port than 6490 nearer to the centre of Roseau.	Level 2 (Clear)	3–4 marks	Provides a clear comparison of the main activities in each grid square. Offers contrasts and/or similarities with supporting evidence from the map.	Level 1 (Basic)	1–2 marks	Basic and limited comparison of the activities in each grid square. The comparison is largely unsupported by map evidence; otherwise lists specific activities without providing an overall comparison.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Provides a clear comparison of the main activities in each grid square. Offers contrasts and/or similarities with supporting evidence from the map.										
Level 1 (Basic)	1–2 marks	Basic and limited comparison of the activities in each grid square. The comparison is largely unsupported by map evidence; otherwise lists specific activities without providing an overall comparison.										
	0	No relevant content.										

Question 2

Qu	Part	Marking Guidance	Total marks
02	1	Using Figure 2, identify two effects of tropical storm Maria on the island of Dominica. • Damage to vegetation/loss of trees. (1) • Flooding of river valleys/widening of river channel. (1) • Fluvial deposition on sides of rivers as they flood. (1) • Damage to properties/buildings. (1) • Damage to other infrastructure such as roads. (1) • Greater sedimentation of river/leading to discolouration (1)	2 marks AO3=2

Qu	Part	Marking Guidance	Total marks
02	2	Explain one way that the effects of tropical storms can be reduced. • Monitoring of weather/pressure systems to advise/predict that hurricane conditions are expected (1) and so people can take appropriate action (1d) by evacuating/taking shelter. (1d) • Planning and practice drills to raise awareness of the threats of storms (1) and to educate about how to respond by evacuation/taking shelter. (1d) • Windows, doors and roofs of properties reinforced (1) to strengthen buildings to withstand strong winds. (1d) • Build, strengthen/reinforce sea walls (1) to protect settlements/key properties from storm surges. (1d) • Building public shelters for people (1) to keep them safe from impacts of the storm. (1d) • Construction of storm drains in urban areas (1) to take away excess amounts of rainfall (1d) and prevent flooding. (1d) • Zonal planning (1) in order to minimise structural/property development in areas prone to storm surges (1d) Credit other explanations of any valid measures taken to reduce the impacts of tropical storms.	2 marks AO2=2

Question 3

Qu	Part	Marking Guidance	Total marks
03	1	Complete Figure 3 by adding the correct shading for the state of Rajasthan. Rajasthan completed with horizontal line pattern. (1)	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks
03	2	Suggest one advantage and one disadvantage of using this type of map to present this information on HDI values in India. Advantages The map: • gives accurate (average) information for each state (1) • shows clear variations between the different states (1) • provides a broader/general pattern of areas of higher and lower HDI values for the whole country. (1) Disadvantages The map: • only gives an average value for HDI in each state (1) • does not consider variations in HDI within each state (1) • gives actual figures which cannot be identified as it is grouped data (1) • gives the false impression of abrupt changes in HDI at the boundaries of different states (1) • makes it difficult to discern any spatial pattern because the shadings use mostly lines running in different directions. (1) Credit other valid advantages or disadvantages that relate to the type of map presented.	2 marks AO3=2

Qu	Part	Marking Guidance	Total marks
03	3	Calculate the range in HDI values between the states shown in Table 1. 0.186	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks
03	4	State the relationship between HDI values and infant mortality rates shown in Table 1. • There is an inverse (indirect) relationship between HDI and IMR. (1) • There is a negative correlation. (1) • As the HDI values of states increase, the infant mortality rates decrease. (1)	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks									
03	5	Using evidence from Table 1, suggest reasons for the variation in infant mortality rates. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Clear and coherent reasons are suggested for the variations in infant mortality rates. Uses the data to provide support for and to develop suggested reasons for variations.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic suggestions used to explain the variations, making limited use of the data to support ideas. Simple and limited statements giving reasons for infant mortality without using data or addressing variations.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content As an open question, students can access full marks via different approaches (rural v urban, state v state or a combination). Firstly, variation in infant mortality rates between rural and urban areas is reflected in all states where rural IMR > urban IMR. Suggested reasons for this may include: • better access to doctors, health facilities, immunisations etc including neonatal care in urban areas • better access to more reliable food and water supplies in urban areas than in rural areas • more poverty in many rural districts • rural areas are more prone to vector-borne diseases such as malaria as there is less prevention/mitigation. Variation between states can be linked to their average income levels and/or their HDI values (based on level of income, life expectancy and levels of education). States with higher incomes and HDI values have lower IMR. Suggested reasons may be: • wealthier states with higher average incomes, are likely to have higher tax revenues and are able to spend more money on providing natal healthcare for their population • more years in education (HDI) means more people are likely to go on to university and more are likely to qualify as doctors or in other specialist healthcare roles • life expectancy is higher in states with higher HDI values, suggesting better living conditions and healthcare exists in these states.	Level 2 (Clear)	3–4 marks	Clear and coherent reasons are suggested for the variations in infant mortality rates. Uses the data to provide support for and to develop suggested reasons for variations.	Level 1 (Basic)	1–2 marks	Basic suggestions used to explain the variations, making limited use of the data to support ideas. Simple and limited statements giving reasons for infant mortality without using data or addressing variations.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Clear and coherent reasons are suggested for the variations in infant mortality rates. Uses the data to provide support for and to develop suggested reasons for variations.										
Level 1 (Basic)	1–2 marks	Basic suggestions used to explain the variations, making limited use of the data to support ideas. Simple and limited statements giving reasons for infant mortality without using data or addressing variations.										
	0	No relevant content.										

Section B – Fieldwork skills (unfamiliar contexts)**Question 4**

Qu	Part	Marking Guidance	Total marks
04	1	Outline the difference between the biotic and abiotic components in a small-scale ecosystem such as the stream in Figure 4. • Biotic components are the living organisms within an ecosystem (1) and include various flora/fauna/fungi etc (1). • Abiotic components are non-living aspects/features of the ecosystem (1) such as temperature, light intensity, soil, water chemistry etc (1) (accept – ‘the water itself’). * Reserve full marks for outlining the difference using a valid mark from each bullet point above.	2 marks AO2=2

Qu	Part	Marking Guidance	Total marks
04	2	Calculate the mean value of nitrates for the 8 sites on this stretch of the stream. 37.5 mg/l	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks
04	3	Complete Figure 5 by plotting the biodiversity index value for site 8 as shown in bold in Table 2. Drawing of a bar (4 squares width) plotted at 0.32 against the right-hand y axis. (Bar does not need to be shaded for credit providing it is plotted accurately)	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks
04	4	Describe the relationship between oxygen levels and biodiversity shown in Figure 5. • There is a direct/positive relationship. (1) • As the oxygen levels rise and fall, there is a corresponding rise or fall in the biodiversity level. (1) • For example, the highest oxygen level is 8.4 mg/l at site 1 which also has the highest biodiversity with an index of 0.63 (1d) while the lowest oxygen level of 7.1 mg/l is at site 2 which also has the lowest biodiversity with an index of only 0.10. (1d) • Accept reference to anomalies if appropriate site is specified. (1)	2 marks AO4=2

Qu	Part	Marking Guidance	Total marks									
04	5	The aim of the students' enquiry was 'to investigate the impact of the sewage treatment works on the stream ecosystem'. Assess how effective their fieldwork enquiry has been in achieving this aim. Use evidence from Figure 4 on Page 10, Figure 5 on Page 12 and Table 2 on Page 11 to support your answer. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Clear assessment of the effectiveness of the data results from the fieldwork enquiry. Refers to at least two of the sets of data presentation to provide support for the assessment provided.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic and/or limited assessment of the effectiveness of the enquiry. Simple random statements with limited reference to the data collected and presented in Figures 4, 5 or Table 2.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Students collected data on both abiotic components (oxygen and nitrate levels) and biotic components (biodiversity) along a 700 m stretch of the stream both before and after the main source of pollution. • Site 1 data provides a set of data upstream of the pollution source – so provides a reasonable 'control' against which impacts downstream can be measured. (Another sample site upstream could have been used to collect data to ensure site 1 is not an anomaly.) • From site 2 to site 4 – the data collected provides some evidence that the pollution source has a negative impact on oxygen levels and on biodiversity. However, could this be due to other factors and should the students have collected or recorded other data (e.g., land use)? • Data on increasing nitrate levels from sites 2–3 substantiate the argument that it is pollution from the sewage causing the impacts but nitrates could have other sources (such as from agricultural fertilisers in surrounding fields) and nitrate levels start to fall again at site 4. • From sites 5–7 the oxygen levels and biodiversity increase again to almost the same as site 1 upstream of the pollution suggesting that although there are some immediate impacts near the source of the pollution, the abiotic and biotic balance recovers to some extent to site 1 levels (though nitrate levels remain high). This could be investigated further.	Level 2 (Clear)	3–4 marks	Clear assessment of the effectiveness of the data results from the fieldwork enquiry. Refers to at least two of the sets of data presentation to provide support for the assessment provided.	Level 1 (Basic)	1–2 marks	Basic and/or limited assessment of the effectiveness of the enquiry. Simple random statements with limited reference to the data collected and presented in Figures 4, 5 or Table 2.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Clear assessment of the effectiveness of the data results from the fieldwork enquiry. Refers to at least two of the sets of data presentation to provide support for the assessment provided.										
Level 1 (Basic)	1–2 marks	Basic and/or limited assessment of the effectiveness of the enquiry. Simple random statements with limited reference to the data collected and presented in Figures 4, 5 or Table 2.										
	0	No relevant content.										

		Summary assessment: The students have collected relevant and valid data by systematic sampling to demonstrate changes in oxygen and nitrate levels and biodiversity before and after the pollution source. It is difficult to assess the accuracy and reliability of the data as other than the sampling strategy, other methods of data collection are not given. The data gives some clear evidence to substantiate the aim of their enquiry though it is arguable that other data needed to be collected, particularly relating to site 8 and the incoming tributary stream which flows near to farm buildings and is another potential source of pollution as is all the land surrounding the stream.	
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Question 5

Qu	Part	Marking Guidance	Total marks
05	1	Calculate the percentage of tourists arriving from ASEAN full member countries in Table 3. 52.5%	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks
05	2	Outline one problem that students might have experienced when collecting this data. • Devising a sampling strategy (in a crowded environment) to gain a representative sample. (1) • Tourists reluctant to answer survey in a busy airport environment. (1) • Language problems for tourists interpreting the survey. (1) • Timing of flights arriving from particular countries of origin may skew the data (1) • Inaccurate or unreliable data collected because of any of the above. (1) Credit any other valid suggested problems for their data collection, including those that suggest the sample data is unreliable or biased.	1 mark AO3=1

Qu	Part	Marking Guidance	Total marks
05	3	Suggest one additional question that could be included in the visitor survey. 1 mark for any of the following or similar. • How long will you be staying/length of stay in Brunei? • Where will you be staying/what type of accommodation? • How much are you likely to spend while visiting? • What means of transport will you use internally? • What other attractions are you likely to visit (other than main one)? Credit any other questions identified that are not already covered in Table 3 and which might provide valid information for the enquiry.	1 mark AO4=1

Qu	Part	Marking Guidance	Total marks
05	4	Suggest why your chosen question would provide useful information for the enquiry. 1 mark for any of the following providing the information suggested is relevant and linked to the question identified in 05.3. • To better understand the type of stay (short-break, longer holiday) and in turn its impact on the economy. • To understand the nature of accommodation that is available or attracts tourists. • To understand general impacts on the economy of a tourist visit. • To understand the demands placed on transport infrastructure. • To gain a more detailed picture of all attractions and how popular they are. Credit other valid suggestions that are related to the question identified in 05.3 (even if question 05.3 is not credited).	1 mark AO3=1

Qu	Part	Marking Guidance	Total marks
05	5	Complete Figure 6 using the percentage data given below. • Correct plotting of radial line. (1) (Accept either order of category, so either on 91% or on 87%) • Correct shading of each category. (1) (Vertical lines for area covering 13%; horizontal lines for area covering 9%)	2 marks AO4=2

Qu	Part	Marking Guidance	Total marks									
05	6	Discuss the strengths and limitations of the primary and secondary data collected by the students investigating the importance of tourism in Brunei. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Clearly discusses both the strengths and limitations of the data collected in relation to the aim of the students' enquiry. Reference is made to both primary and secondary data collected in understanding the role and impact of tourism in Brunei.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Presents only a basic outline of strengths and/or limitations of the collected data. Limited reference to the links between the data and the aims of the enquiry. Simple statements describing the nature of the enquiry and its findings.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content Strengths: • students collected valid data concerning the nature of the tourism market (distance travelled), how tourists are attracted and what attracts them from a reasonable sized sample population of visitors • secondary data fills many gaps by giving more information on the role of tourism and its impact on the economy and on some of its potential for growth and its shortcomings • their data clarifies the role of tourism in Brunei reasonably well and identifies the main markets and attractions. Weaknesses: • their data is limited in scope; it is mainly market and marketing focused and on the general nature of tourism • more data could be collected from tourists at different times and in different locations (e.g., hotels, cruise ships) • the enquiry could be broadened to include the levels of satisfaction experienced by those visiting • there is limited data in terms of tourism's impacts on the economy and especially limited in terms of impacts on the environment (e.g., in national parks from ecotourism) • scope of data collection should also be increased to include local people to gain a better insight into impacts on jobs, incomes, living standards, culture and the environment (urban and rural).	Level 2 (Clear)	3–4 marks	Clearly discusses both the strengths and limitations of the data collected in relation to the aim of the students' enquiry. Reference is made to both primary and secondary data collected in understanding the role and impact of tourism in Brunei.	Level 1 (Basic)	1–2 marks	Presents only a basic outline of strengths and/or limitations of the collected data. Limited reference to the links between the data and the aims of the enquiry. Simple statements describing the nature of the enquiry and its findings.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Clearly discusses both the strengths and limitations of the data collected in relation to the aim of the students' enquiry. Reference is made to both primary and secondary data collected in understanding the role and impact of tourism in Brunei.										
Level 1 (Basic)	1–2 marks	Presents only a basic outline of strengths and/or limitations of the collected data. Limited reference to the links between the data and the aims of the enquiry. Simple statements describing the nature of the enquiry and its findings.										
	0	No relevant content.										

		Overall, it could be argued that the student investigation has given some limited insight into the nature and role of tourism in Brunei and where the potential is for it to improve and grow. However, it has opened up more questions and routes for further investigation than it has covered. In particular, there is very little that has addressed the impacts of tourism and there is much more scope for further enquiry here. Sampling and scope of data collection and presentation could also be improved.	
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Section C – Individual fieldwork enquiry

State the title of your geography fieldwork enquiry

Candidates should state the title of their individual fieldwork enquiry as specifically as possible, including the aim (question being addressed or hypothesis to be tested) and, where appropriate, the location being studied.

Question 6

Qu	Part	Marking Guidance	Total marks
06	1	Outline one potential health and safety risk involved in collecting data for your enquiry. Potential risks identified will depend on the nature of the fieldwork enquiry but should be linked to their fieldwork enquiry title. Credit any valid risk to either health or safety that is identified and is related to the enquiry (including being infected with diseases, such as Covid-19). There should be an identification of one potential risk developed into how it might affect health or safety, for example: • polluted air (1) leading to breathing difficulties (1d) • polluted water being sampled (1) leading to ingestion of disease or infection (1d) • insect/animal bites (1) leading to swelling/infection (1d) • extremes of weather (1) such as getting too cold/wet (hypothermia/pneumonia) (1d) or sunburn/sunstroke. (1d) Similarly, risks to safety may be identified, for example: • danger of tripping/falling on uneven paths/surfaces (1) leading to broken bones, sprains, cuts/bruising etc (1d) • falling from height (1) as above any development (1d) • hazardous stretches of water, sea conditions (1) could lead to drowning (1d) • dangers of busy traffic (1) leading to being hit/injured (1d) • getting lost/separated from the rest of the group (1) • approaching strangers alone etc. (1) Desk based enquiries involving research and collection of secondary data might refer to, for example: • too much time in front of computer screens (1) leading to risks to eyesight, headaches, posture, etc (1d).	2 marks AO3=2

Qu	Part	Marking Guidance	Total marks
06	2	Explain how one health and safety risk might be reduced. Requires an explanation of how mitigation measures would reduce one potential health and safety risk that is identified. Credit any mitigation measure that reduces the health or safety risk related to the enquiry (including being infected with diseases), for example: • risks to health may have been prevented/reduced by wearing appropriate clothing (1) to keep warm/dry (1d) • wearing face masks (1) to prevent being infected by and/or spreading infection to others of airborne diseases (1d) • taking water to drink (1) to prevent dehydration/tiredness (1d) • wearing of sunscreen/appropriate clothing/headwear (1) to prevent sunburn/sunstroke (1d) • named safety equipment (1) and how this reduces risk (1d) • wearing appropriate footwear (1) to prevent slipping (1d) • working in pairs/groups (1) to prevent getting lost (1d) • avoiding certain areas (1) to stay safe from strangers (1d) • risks from excessive computer screen/desk-based time might be reduced by taking regular breaks (1) to rest eyes (1d) or the use of screen filters (1) to reduce glare (1d) or • gentle exercise away from the workstation (1) would relieve pressure on posture (1d) etc.	2 marks AO3=2

Qu	Part	Marking Guidance	Total marks									
06	3	Assess how useful one method of data collection was in supporting the aims of your enquiry. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Clearly assesses the usefulness of the data collection method in relation to the aims of the enquiry. Arguments should be supported, ideally with some balance of the success of the method used as well as the scope for improvement.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic assessment of the selected data collection method, not linked (or linked only tentatively) to the enquiry's aims. Simple, limited statements, which may be random and imbalanced. Focus may be on assessing the data itself rather than the data collection method.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content The specific data collection method chosen will depend on the nature of their enquiry and should be identified. Its usefulness should be assessed in terms of how appropriate it was in supporting the intended aims of the enquiry. Better responses are likely to have a balance of how it was useful but also how it could have been improved/why the improvements would have made the data collected more valid and/or reliable. Arguments may include: - the method used involved data being taken from a representative sample, therefore providing more reliable results - it was relatively easy to collect the data and/or it could be done quite quickly; it made the data more accessible, or the way the data was collected made it straightforward to present or analyse the results – these reasons should be outlined with some support - the named data collection method enabled the collection of relevant and valid data in relation to the aim of the enquiry. If the focus of the response refers to collecting secondary data, then credit should be given for: - the appropriateness of the secondary data with possible reference to the reliability of the source that it was collected from and the validity of the data sampled - the use of secondary data to complement and support primary data already collected for the enquiry, or that it provided a larger and/or contrasting sample for analysis - naming secondary data retrieved from other times/locations so that temporal/spatial variations can be recognised.	Level 2 (Clear)	3–4 marks	Clearly assesses the usefulness of the data collection method in relation to the aims of the enquiry. Arguments should be supported, ideally with some balance of the success of the method used as well as the scope for improvement.	Level 1 (Basic)	1–2 marks	Basic assessment of the selected data collection method, not linked (or linked only tentatively) to the enquiry's aims. Simple, limited statements, which may be random and imbalanced. Focus may be on assessing the data itself rather than the data collection method.		0	No relevant content.	4 marks AO3=4
Level 2 (Clear)	3–4 marks	Clearly assesses the usefulness of the data collection method in relation to the aims of the enquiry. Arguments should be supported, ideally with some balance of the success of the method used as well as the scope for improvement.										
Level 1 (Basic)	1–2 marks	Basic assessment of the selected data collection method, not linked (or linked only tentatively) to the enquiry's aims. Simple, limited statements, which may be random and imbalanced. Focus may be on assessing the data itself rather than the data collection method.										
	0	No relevant content.										

		For any data collection methods identified, credit should be given for recognising that improvements could be made to increase the reliability/accuracy of the data collected. For example, by improving the sampling method, using different equipment, counting and recording strategies etc.	
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Qu	Part	Marking Guidance	Total marks												
06	4	Justify the method(s) that were used to analyse the data from your enquiry. <table><tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>A detailed description/outline of one or more method(s) used to analyse the data that was collected. Detailed justification of why the method(s) of analysis used were appropriate to the data collected and to the aim of the enquiry.</td></tr><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>A clear outline of one or more method(s) used to analyse the collected data. Clear justification of why the method(s) used were appropriate to the data or to the aim of the enquiry.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A basic description of any method used to analyse data (including presentation). Limited or only basic reason(s) offered why the method used was appropriate.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content The actual method(s) used will depend on the nature of the fieldwork enquiry. • The method(s) used to analyse the data should be described as fully and clearly as possible in a sequential fashion. • Statistical techniques are an obvious choice and numeric measurements of central tendency, spread and cumulative frequency are most appropriate with some sets of data and for enquiries where comparisons are being made. • Presentation techniques may be an acceptable way of analysing data and should be credited (even to Level 3) if they are justified as such. For example, scattergraph plots of bivariate data to analyse correlation between sets is creditworthy, as is the interpolation and extrapolation of identified trends in data. However, presentation methods per se without an element of analysis are not appropriate. • Analysing and establishing links between different sets of data is an important concept in ensuring the analysis is followed through to a conclusion. • There may be recognition that while the method(s) used can be justified in terms of being an appropriate method to analyse or link data, that it still contained faults/weaknesses in being able to provide an analysis that led to a reliable conclusion. Recognition of such faults/weaknesses is still creditworthy. Responses that are purely descriptive of methods used to analyse data (including presentation) can be credited at level 1 maximum. An outline of methods implying justification can access low level 2.	Level 3 (Detailed)	5–6 marks	A detailed description/outline of one or more method(s) used to analyse the data that was collected. Detailed justification of why the method(s) of analysis used were appropriate to the data collected and to the aim of the enquiry.	Level 2 (Clear)	3–4 marks	A clear outline of one or more method(s) used to analyse the collected data. Clear justification of why the method(s) used were appropriate to the data or to the aim of the enquiry.	Level 1 (Basic)	1–2 marks	A basic description of any method used to analyse data (including presentation). Limited or only basic reason(s) offered why the method used was appropriate.		0	No relevant content.	6 marks AO3=6
Level 3 (Detailed)	5–6 marks	A detailed description/outline of one or more method(s) used to analyse the data that was collected. Detailed justification of why the method(s) of analysis used were appropriate to the data collected and to the aim of the enquiry.													
Level 2 (Clear)	3–4 marks	A clear outline of one or more method(s) used to analyse the collected data. Clear justification of why the method(s) used were appropriate to the data or to the aim of the enquiry.													
Level 1 (Basic)	1–2 marks	A basic description of any method used to analyse data (including presentation). Limited or only basic reason(s) offered why the method used was appropriate.													
	0	No relevant content.													

Qu	Part	Marking Guidance			Total marks
06	5	To what extent were your conclusions different from what you expected?			
		Level 3 (Detailed)	5–6 marks	Provides a detailed reference to the original aim(s) of the investigation and to the final results/conclusions. A detailed assessment of how much their outcomes differed from their expectations in the question/hypothesis.	
		Level 2 (Clear)	3–4 marks	Provides a clear outline of the initial aim(s) of the investigation and of the final results/conclusions. Offers a clear assessment of how their findings differed from their expectations in the initial question or hypothesis.	
		Level 1 (Basic)	1–2 marks	Provides only a basic and limited outline of the conclusions and the aim(s) of the enquiry. Simple statements offering a limited assessment of how their findings were different from the original aim(s).	
			0	No relevant content.	
		Indicative content Both the initial aims and the actual conclusions will vary depending on the nature of the enquiry. • The original aim(s) (question or hypothesis) of the enquiry should be made clear in the response. • It is unlikely that the outcomes of their enquiry will match perfectly with what the aims were expected to find. • Suggesting that the conclusions exactly met the original aim is likely to be a more simplistic response, which does not consider in more detail any anomalies or unexpected results that arose. • Identification of anomalies/outliers in data or unexpected results is an important feature of assessing the difference between the aims and the eventual conclusions. • Though the focus is on assessing the difference between aims and conclusions, credit should be given for suggested explanations of any unexpected results. This can be considered to be part of the assessment and creditworthy. • Equally, there may be recognition within the assessment that the conclusions raise questions beyond the original aim(s) and suggests that more research needs to be done to gain a fuller picture of the issue/question that initially prompted the enquiry.			
			6 marks AO3=6		

		Some candidates may drift into a more generic evaluation and focus on explaining 'why' the conclusions did not meet the original aims. Their responses may refer to unreliable conclusions because of errors in the validity or reliability of data collection. Responses covering this aspect alone , should be limited to level 1 maximum.	
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