

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE GEOGRAPHY

9230/3

Paper 3 Geographical and Fieldwork Skills

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 Y 9 2 3 0 / 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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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	Complete Figure 1 by drawing the remaining dots needed on the map using the information given below. Candidates should draw 2 additional dots (same size as the others on the map) anywhere on Staten Island. (1)	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
01	2	What is the population size of Manhattan? B 1 700 000	1 mark AO4=1

Qu	Part	Marking guidance	Total marks									
01	3	Using Figure 1, describe the distribution of population across New York City. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>A clear description of the distribution of population using the dots on the map. Coherent and comprehensive referring clearly to locations within named areas or nearby features on the map .</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A basic description of the distribution of population using the dots on the map. Random and limited coverage with little or no reference to named locations or features.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content Emphasis should be placed on distribution in terms of density, sparsity, clusters/linear patterns and/or compass direction (north, south etc.). The pattern of distribution could be interpreted in a number of ways but the following are all valid and creditworthy suggestions. • Population distribution appears in a series of denser clusters/groups in each borough. • There are also linear patterns, particularly in Manhattan and in the Bronx. • The highest density of population appears to be alongside rivers, especially in Manhattan and the Bronx and also in the NW part of Brooklyn. • Population in Queens and the remainder of Brooklyn is slightly more evenly spread, though there are a few clusters inland from the rivers in both boroughs. • Population is less dense on Staten Island and in the eastern inland parts of Queens and Brooklyn. • There may be reference to clusters appearing near to the bridges (particularly between Manhattan and Brooklyn) or away from JFK airport but nearer to the smaller airport (LGA). • Staten Island is less densely populated. (Any points relating to the distribution on the island are moot as it is effectively randomly drawn in response to Q01.1). Responses that only describe by quantifying population in terms of boroughs are creditworthy but unless there is additional description should be capped at Level 1.	Level 2 (Clear)	3–4 marks	A clear description of the distribution of population using the dots on the map. Coherent and comprehensive referring clearly to locations within named areas or nearby features on the map .	Level 1 (Basic)	1–2 marks	A basic description of the distribution of population using the dots on the map. Random and limited coverage with little or no reference to named locations or features.		0	No relevant content.	4 marks AO4=4
Level 2 (Clear)	3–4 marks	A clear description of the distribution of population using the dots on the map. Coherent and comprehensive referring clearly to locations within named areas or nearby features on the map .										
Level 1 (Basic)	1–2 marks	A basic description of the distribution of population using the dots on the map. Random and limited coverage with little or no reference to named locations or features.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
01	4	Suggest one advantage and one disadvantage of using a dot map to present the distribution of population in New York City shown in Figure 1. Note – Responses do not need to refer or relate specifically to Figure 1 but should consider the strengths and weaknesses of using dot maps to present population distribution generally. Advantages • Easy to construct from original data. (1) • Visually it is easy to read and understand. (1) • Simple way to represent the number of people in each area. (1) • Clearly shows spatial patterns of distribution. (1) • Gives an overall impression of main concentrations/highest density of population. (1) • Counting the dots enables the reader to determine absolute figures. (1) Disadvantages • Time consuming especially when marking dots on maps to correspond with the population count. (1) • Construction can involve tedious calculation especially when determining the number of dots required. (1) • When dots become overcrowded/overlay each other it is difficult to count them to get the actual value. (1) • An even distribution of dots displayed can give the false impression that the spread of population is even in the represented area. (1) • Dots are not necessarily an accurate representation of the distribution or location of people. (1) • Locating dots on the map is a personal and subjective decision. (1) (Two dot maps done by two people using the same data will rarely be identical). • The method is useful for absolute figures only; relative figures, such as relative density of population per unit of area, cannot be shown by dot maps. (1)	2 marks AO3=2

Question 2

Qu	Part	Marking guidance	Total marks
02	1	Complete Figure 2 by drawing the percentage value for the female 60–69 age group using the information below. Complete bar chart by plotting and shading the right-sided bar for 60–69 age group at 4.5% (1)	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
02	2	State which age group had the largest percentage of the population of New York City in 2020. Answer = 30–39 year age group. (1)	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
02	3	Explain why international migrants are attracted to a world city such as New York or London. • Economic opportunities (1) such as more/better job opportunities (1) or higher wages. (1d) • Social opportunities (1) such as access to better healthcare (1d) or education (1d) or access to a greater range of recreation and/or entertainment (1d) or to develop a certain 'cosmopolitan' lifestyle of socialising. (1d) • New York and London are both very multi-cultural (cosmopolitan) cities (1) and so immigrants feel welcome (1d). 2 × 1 mark or 1 × 2 marks	2 marks AO2=2

Question 3

Qu	Part	Marking guidance	Total marks
03	1	With reference to Figure 3, which of the following statements is correct. D Indonesia loses more than double the percentage of its rainforest to fire than Brazil does.	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
03	2	Calculate the percentage difference in deforestation caused by logging between Brazil and Indonesia. Brazil = 6% Indonesia = 10% $10 - 6 = 4\%$ (1)	1 mark AO4=1

Qu	Part	Marking guidance	Total marks									
03	3	Suggest how deforestation might have local environmental impacts. Use Figure 3 to support your answer. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides clear and developed suggestions for local environmental impacts. Suggestions should link clearly to one or more of the causes shown for either/both countries and their relative impacts on a local scale.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Random and basic suggestions for local environmental impacts. Suggestions may be only tentatively linked to the causes shown or there may be limited or even no reference to Figure 3.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content Only reference to local environmental impacts (not causes) should be credited. For level 2 credit, there should also be some reference to how these impacts are linked to one or more of the different causes shown in Figure 3. For example: • logging operations will tend to cause soil erosion problems as loss of tree cover reduces interception (and infiltration) and rainfall hitting bare ground removes soil particles and/or loss of tree roots means there is less anchorage of soils, especially on steep slopes • commercial crops or pasture will cause similar soil erosion problems as well as reduced biodiversity • loss of biodiversity – all causes remove plant species as well as valuable breeding/nesting habitats for many creatures and disrupts food chains/webs etc. Roads in particular can cause fragmentation of populations of species and create a threat to wildlife • air pollution, on a local scale, results from clearance caused by fires • water pollution may also result from commercial agriculture • it might be argued that commercial plantations have relatively lower environmental impacts – soil erosion will be a lesser problem though biodiversity loss will still be a major impact.	Level 2 (Clear)	3–4 marks	Provides clear and developed suggestions for local environmental impacts. Suggestions should link clearly to one or more of the causes shown for either/both countries and their relative impacts on a local scale.	Level 1 (Basic)	1–2 marks	Random and basic suggestions for local environmental impacts. Suggestions may be only tentatively linked to the causes shown or there may be limited or even no reference to Figure 3.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Provides clear and developed suggestions for local environmental impacts. Suggestions should link clearly to one or more of the causes shown for either/both countries and their relative impacts on a local scale.										
Level 1 (Basic)	1–2 marks	Random and basic suggestions for local environmental impacts. Suggestions may be only tentatively linked to the causes shown or there may be limited or even no reference to Figure 3.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
03	4	Suggest two other possible causes of rainforest deforestation not shown in Figure 3. • Mining/quarrying. (1) • New settlements/expansion of existing settlements. (1) • Associated infrastructure (such as water pipelines, electricity cables, telecommunications etc). (1) • Energy production (HEP). (1) • Increase in population/population pressure (1) • Fuelwood gathering and burning (1)	2 marks A02=2

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

Qu	Part	Marking guidance	Total marks
04	1	Using Table 1, identify the sampling method used by students to collect their data across the width of the stream. • Systematic sampling. (1) • Samples taken at regular intervals (across width). (1) • Samples taken every 0.5 metres. (1)	1 mark AO3=1

Qu	Part	Marking guidance	Total marks
04	2	Outline one method of presenting the data in Table 1 to show the relationship between velocity and depth. • Could be presented using a scattergraph (1) with depth of stream (in mm) on x-axis (as independent variable) and velocity on y-axis. (1d) A line of best fit could be drawn to show the trend. (1d) • A bar chart of velocity values could be placed in line with (or overlaying) the sampling points on the cross section (1) so that velocity values are in line with the depths shown. (1d) Note: Accept development points on their own, even if named presentation method is incorrect. For example, description of axes used (1) or inclusion of line of best fit (1) or (1d) even if scattergraph is not named as method. The data does not lend itself to a line graph unless two separate line graphs are drawn relating to distance. 1 or 1 × 2	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
04	3	Complete the cross-section in Figure 4 using the data in Table 1. Cross section should be completed so that a depth of 160 mm is plotted at 3.5 m width and then 0 depth at point B (4 m). (1)	1 mark AO4=1

Qu	Part	Marking guidance	Total marks									
04	4	To what extent does the data in Table 1 support the students' hypothesis? <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear assessment of the available evidence to support the hypothesis or otherwise. Makes clear links between the data for depth and velocity measurements as shown in Table 1.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers only a basic assessment of support for the hypothesis with limited development. Limited links made between the data appearing in the table and the hypothesis.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content For Level 2 credit, it is expected that responses will include either reference to quantitative data from Table 1 or a clear qualitative evaluation of the evidence available (even suggesting that it is limited). • Should recognise that the deepest water measurements shown in the table correspond with the places where velocity is greatest. • The evidence from the data seems to support the hypothesis that the deepest water has the fastest flow. For example, the deepest part (–490 mm) at 1.5 m from A has the fastest flow (0.50 m/sec). • The shallowest part of the stream (–160 mm) at 3.5 m from A of the stream also has the slowest flowing water (0.30 m/sec). • There are few clear anomalies though it might be argued that at 0.50 m from A the flow is faster than expected relative to the flow at 3.0 m from A where it is deeper and slower. • Assessment that is more measured, suggesting there is limited data available (only one sample site) can be credited as a development though the focus should be on assessing the data in Table 1. • Responses might also suggest that more sites should be sampled and/or in different weather and flow conditions for the students to be more confident that their hypothesis can be proven. • The link between depth and speed of flow is not completely uniform and there is little variation in speed of flow anyway.	Level 2 (Clear)	3–4 marks	Provides a clear assessment of the available evidence to support the hypothesis or otherwise. Makes clear links between the data for depth and velocity measurements as shown in Table 1.	Level 1 (Basic)	1–2 marks	Offers only a basic assessment of support for the hypothesis with limited development. Limited links made between the data appearing in the table and the hypothesis.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Provides a clear assessment of the available evidence to support the hypothesis or otherwise. Makes clear links between the data for depth and velocity measurements as shown in Table 1.										
Level 1 (Basic)	1–2 marks	Offers only a basic assessment of support for the hypothesis with limited development. Limited links made between the data appearing in the table and the hypothesis.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
04	5	Suggest two ways that the reliability of the results could be improved. • More sites in the same stream tested at the same time/on the same visit. (1) • Repeating the measurements in order to find an average (1) or to improve accuracy (1) or to account for anomalous/erroneous measurements (1) (1 mark maximum for repeating measurements on this bullet point) • Site(s) to be tested at other times (1) for example, after storms and/or drought (1) or at different times/seasons of the year. (1) • Average flow rates compared to depth from multiple sampling (as suggested above) would increase the reliability of the results. (1)	2 marks AO3=2

Question 5

Qu	Part	Marking guidance	Total marks
05	1	Suggest why the locations shown in Figure 5 are suitable for the investigation. Note: Responses should refer to specific points shown in the images that demonstrate the differences in wealth and not just state that location B is clearly wealthier than location A (or vice versa that A is poorer) as that is already given. • Different housing types/environments in each location suggest residents in location A are poorer/location B wealthier (1) because ... • Location A, Cerro del Carmen seems a much poorer area because the housing is less well constructed than in the Samborondón district. (1) • Houses more formally constructed/well maintained, larger and less densely packed together in Samborondón – suggests wealthier district. (1) • Cars outside houses in Samborondón/not in Cerro del Carmen – suggests contrast in wealth. (1) • Similarly, more electric wires/streetlighting in Samborondón/not in Cerro del Carmen – also suggests contrast in wealth. (1) • Road is metalled/tarmacked with smooth surface for motor vehicles in Samborondón but in Cerro del Carmen there are no roads, only paths and steps between poorly-constructed houses. (1)	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
05	2	Complete Table 2 by calculating the average carbon footprint per household for Samborondón. 11.81 (t/year) (accept 11.808 or 11.8 (t/year))	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
05	3	Calculate the median value for Location A – Cerro del Carmen. 5	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
05	4	Calculate the inter-quartile range for Location B – Samborondón. Upper quartile = 14.4; lower quartile = 9.8 (1) Inter-quartile range = $14.4 - 9.8 = \mathbf{4.6}$ (1) Award one mark only if the upper and/or lower quartile figures given are incorrect but the inter-quartile range is calculated correctly from the given incorrect figures (1) (unless the figures used are completely outside the range of dispersion given for either location A or location B).	2 marks AO4=2

Qu	Part	Marking guidance	Total marks									
05	5	To what extent does the data presented in Figure 5, Figure 6 and Table 2 allow the students to reach a reliable conclusion? <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Offers a clear assessment of the data provided to enable students to reach a reliable conclusion. Clear reference is made to the data shown in the Figures and/or in the table to support the assessment.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Provides only a basic assessment of how reliable the conclusion might be based on limited understanding of the data gathered. Basic or limited reference to the data presented in the Figures or in the table.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Candidates need to refer to two of the three data sources in order to access level 2, preferably including some reference to Figure 6. Indicative content • The photographs in Figure 5 give some indication of how carbon footprints might be greater in location B because of vehicles present and quantity of overhead cables etc. • The dispersion graph in Figure 6 offers a clear contrast in the household carbon footprints between the two areas. • There is limited overlap between the lowest carbon footprints measured in Samborondón and the highest footprints measured in Cerro del Carmen. (Only two households from Samborondón overlap.) • Table 2 further supports and summarises the contrast shown as well as a comparing with the national averages. (For example, the average carbon footprint in Samborondón is more than double that of Cerro del Carmen.) • There may be mention of the overall range or interquartile range calculated for the two areas in Figure 6 – the range of footprints in B - Samborondón is much larger than in A - Cerro del Carmen and the IQR for B is larger than the total range for A. • The relatively limited spread of data in location A – Cerro del Carmen indicates that it is more reliable/representative of that area. • The data showing range could enhance the conclusion by suggesting that the wealthier area has a wider range of lifestyles that impact on carbon emissions while data for the poorer area is more clustered suggesting similar low carbon emission lifestyles – possibly based on affordability. • It is quite a limited sample, with only 11 households in each district, and so may not be representative. • The amount of data is supported by the secondary data though it could be argued that more areas could be studied to improve reliability and also to possibly consider contrasts between urban and rural areas.	Level 2 (Clear)	3–4 marks	Offers a clear assessment of the data provided to enable students to reach a reliable conclusion. Clear reference is made to the data shown in the Figures and/or in the table to support the assessment.	Level 1 (Basic)	1–2 marks	Provides only a basic assessment of how reliable the conclusion might be based on limited understanding of the data gathered. Basic or limited reference to the data presented in the Figures or in the table.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Offers a clear assessment of the data provided to enable students to reach a reliable conclusion. Clear reference is made to the data shown in the Figures and/or in the table to support the assessment.										
Level 1 (Basic)	1–2 marks	Provides only a basic assessment of how reliable the conclusion might be based on limited understanding of the data gathered. Basic or limited reference to the data presented in the Figures or in the table.										
	0	No relevant content.										

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 the geographical theory or concept that formed the basis of your fieldwork enquiry. The theory or concept identified will depend on the nature of the enquiry but should be linked to their fieldwork enquiry (title). Accept the candidate's own theory or idea providing it is clearly presented and is of a geographical nature. • Clear idea that makes a statement/prediction or hypothesis based on a geographical theory or concept (1) developed so that there is some link made to the enquiry itself. (1d) • The outlined theory or concept (1) may be linked to a question posed that is the basis of the study. (1d) For example: • The channel of a local stream will become wider and/or deeper as it moves downstream (1) so we took width/depth measurements at increasing distances from its source (1d) • The environmental quality of a named urban area/city will vary (1) as more assessments of EQ are taken in different sectors/along a transect from the centre (1d) • Climate change will have both negative and positive impacts on ecosystems/agricultural systems (1) so we asked 'How has the farming in area Y responded to changing temperatures?' (1d) • Soft engineering approaches to coastal management have less impact/are more sustainable (1) on the surrounding landscape/wildlife in location X. (1d) Credit any valid geographical theory or concept that is developed to state a hypothesis or raise a question that forms the basis of a fieldwork enquiry.	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
06	2	State one example of secondary data that could be used in your enquiry and suggest why it would be appropriate. The secondary data will depend on the nature of the enquiry but should be related to their enquiry and be either a named source or a specific piece of data. • Can include any named/specific secondary data actually collected or that could have been used (1) and should be developed to suggest why it was/would be relevant to the enquiry. (1d) • Secondary data can include information on a named/specific geographical theory, concept or idea (1) that was thought would be relevant to a given location. (1d) • Could suggest named secondary data that gives specific information about a particular/named location (1) possibly in order to establish its suitability as a location to study. (1d) • Data can include historical information (1) or similar information on a number of comparative locations being considered (1) for the basis of study. (1d) For example: • ‘I/we could have gathered census information for the town of Miri (1) to see if there were changing ethnic patterns due to migration’ (1d) • ‘I/we researched the coastal area of Nicoya Peninsula (1) to find out if it was a suitable place to study the process and effects of longshore drift.’ (1d)	2 marks AO3=2

Qu	Part	Marking guidance	Total marks									
06	3	Describe one method you used to present the data you collected in your enquiry. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear, sequential description of the method used to construct and present the data collected and what this method showed. Refers to the type/nature of the data collected as part of the description</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A simple or basic description of the method used to present the data with a limited appreciation of how it was constructed and/or what it was supposed to show. Limited or no reference to the type or nature of data collected and so the description is not developed and is unclear.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content The presentation method used in the description will depend on the nature of the enquiry and of the data collected, especially whether it was quantitative or qualitative data. The focus here is on the description on the method and not on its purpose nor the justification for using the stated method. • Various graphical methods could be described including bar charts, pie charts, scattergraphs etc but candidates should develop beyond simply identifying the method itself to describe how the data was constructed and presented visually. • Cartographic methods are equally valid, especially if data is otherwise geo-located onto maps at specific locations; so, a combination of graphical and cartographic would be a perfectly valid description if the nature of the data was included in the description. • Tabulated data may also be relevant, especially if links were made between the data in the table and other presentation methods. • Data may also be presented in the form of annotated or labelled images including photographs, field sketches or similar. Credit any valid description of a method of data presentation that is appropriate to the nature/type of data collected.	Level 2 (Clear)	3–4 marks	Provides a clear, sequential description of the method used to construct and present the data collected and what this method showed. Refers to the type/nature of the data collected as part of the description	Level 1 (Basic)	1–2 marks	A simple or basic description of the method used to present the data with a limited appreciation of how it was constructed and/or what it was supposed to show. Limited or no reference to the type or nature of data collected and so the description is not developed and is unclear.		0	No relevant content.	4 marks AO3=4
Level 2 (Clear)	3–4 marks	Provides a clear, sequential description of the method used to construct and present the data collected and what this method showed. Refers to the type/nature of the data collected as part of the description										
Level 1 (Basic)	1–2 marks	A simple or basic description of the method used to present the data with a limited appreciation of how it was constructed and/or what it was supposed to show. Limited or no reference to the type or nature of data collected and so the description is not developed and is unclear.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks												
06	4	To what extent were there links between the data that you collected? <table><tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>Provides a detailed assessment of the links between sets of data collected. Offers a detailed account of the sets of data and how they were linked or why there was difficulty in finding links.</td></tr><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides some clear assessment of the links between sets of data. Offers some clarity in outlining the sets of data and how/why links were able to be made or otherwise.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A basic or tentative assessment of any links made between sets of data. Random and simple points that may describe one or more data sets with very limited grasp of how/why they could be linked.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content The possibility of linking sets of data will depend on the nature of the enquiry itself as well as on the type of data collected. For Level 3 credit it is expected that responses should include either a detailed reference to specific data and/or a qualitative ‘to what extent’ evaluation of the links that were made. This part of the fieldwork enquiry falls in the ‘analysis’ strand and responses should outline links made from an analytical perspective. When analysing data, candidates should be aware that it is the link between results from different data sets that enables conclusions to be drawn. However, the idea of ‘links’ can be interpreted flexibly here. • Links can be made on the basis of two sets of data taken from the same sampling points/sample population. • Alternatively, the links could be between one set of data and the different locations/populations that it was taken from. • Mention may be made of seeking a correlation or linked positive/negative relationship between sets of bivariate data that could then be analysed to form a conclusion to the enquiry. • It is also valid to assess the links between primary data collected and secondary data that has been gathered or researched.	Level 3 (Detailed)	5–6 marks	Provides a detailed assessment of the links between sets of data collected. Offers a detailed account of the sets of data and how they were linked or why there was difficulty in finding links.	Level 2 (Clear)	3–4 marks	Provides some clear assessment of the links between sets of data. Offers some clarity in outlining the sets of data and how/why links were able to be made or otherwise.	Level 1 (Basic)	1–2 marks	A basic or tentative assessment of any links made between sets of data. Random and simple points that may describe one or more data sets with very limited grasp of how/why they could be linked.		0	No relevant content.	6 marks AO3=6
Level 3 (Detailed)	5–6 marks	Provides a detailed assessment of the links between sets of data collected. Offers a detailed account of the sets of data and how they were linked or why there was difficulty in finding links.													
Level 2 (Clear)	3–4 marks	Provides some clear assessment of the links between sets of data. Offers some clarity in outlining the sets of data and how/why links were able to be made or otherwise.													
Level 1 (Basic)	1–2 marks	A basic or tentative assessment of any links made between sets of data. Random and simple points that may describe one or more data sets with very limited grasp of how/why they could be linked.													
	0	No relevant content.													

		As it is an assessment-type command, credit should also be given for an appreciation or understanding of why it was difficult to link sets of collected data, for example, because one set was not valid or because there were too many anomalies or that the data sets had limited relationship with each other.	
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Qu	Part	Marking guidance			Total marks
06	5	Suggest how your enquiry could have been improved.			
		Level 3 (Detailed)	5–6 marks	Provides an evaluation of the enquiry that makes detailed reference to the methods used and/or to the conclusions reached. Details suggested improvements that could be made to increase either validity of data and/or reliability of conclusions.	
		Level 2 (Clear)	3–4 marks	Provides an evaluation of the enquiry that makes clear reference to the methods used or to the conclusions reached. Offers a clear explanation of how improvements would increase the validity of data or reliability of results.	
		Level 1 (Basic)	1–2 marks	Presents only a basic evaluation of the enquiry, making limited reference to either the methods used or to the conclusions reached. Any suggested improvements to methods (if included) are basic and/or are not linked to increasing validity of data or reliability of conclusions.	
			0	No relevant content.	
		Indicative content There is likely to be some identification of limitations or problems encountered with data collection methods (including sampling), presentation, analysis or with the conclusions reached. The focus should be to explain how suggested improvements overcome these limitations to increase the reliability of the conclusions. The question is open and responses could focus on methods or on conclusions but better answers are likely to see the link between the two aspects and present a combination of both. Limitations and therefore suggested improvements may refer to: • sampling methods – was the sampling appropriate and sufficient; improvements suggest alternative or increased sampling would be more representative • data collection methods – including recording inaccuracies, human error, problems with equipment etc; improvements suggest alternative methods, equipment to be used etc • methods of data analysis – data may be insufficient or not valid to enable confident analysis, methods of presentation or analysis could be improved • improvements in methods should seek to increase the clarity and reliability of conclusions.			
			6 marks AO3=6		

		Basic responses may only suggest more sampling, more data collection etc, possibly at other times or in different circumstances. If these ideas are more developed to give specific reasons and particularly how the increased sampling and data collection would improve enquiry outcomes then it can be credited to level 3.	
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