

INTERNATIONAL GCSE **GEOGRAPHY**

9230/3

Paper 3 Geographical and Fieldwork Skills

Mark scheme

June 2024

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2 4 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.

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

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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	Which of the following is an appropriate method of presenting the measurements from two sets of data in order to compare their range? A Dispersion graph	1 mark AO3=1

Qu	Part	Marking guidance	Total marks
01	2	Which of the following describes the term ‘modal class’ in a set of numerical data? B The category containing the greatest number of data points	1 mark AO3=1

Question 2

Qu	Part	Marking guidance	Total marks
02	1	What is the four-figure grid reference for Goat Island (Rakiriri) near Port Chalmers? 1522	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
02	2	Calculate the distance across the harbour in a direct line from Acheron Point (170257) to Quarantine Point (169228). Distance = 2.9 km (allow from 2.8 to 3.1 km)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
02	3	State the direction of travel along Blueskin Road from point X to point Y. North-west or North-northwest acceptable for mark.	1 mark AO4=1

Qu	Part	Marking guidance	Total marks									
02	4	Describe the characteristics of the physical landscape in Area A shown on Figure 1.	4 marks AO4=4									
		<table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear and mostly accurate description of the physical landscape based on map evidence. Identifies specific features such as height, relief, shape of land and drainage.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Provides only a basic description with limited reference to map evidence. Identifies limited features from the map using a basic or random description.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>		Level 2 (Clear)	3–4 marks	Provides a clear and mostly accurate description of the physical landscape based on map evidence. Identifies specific features such as height, relief, shape of land and drainage.	Level 1 (Basic)	1–2 marks	Provides only a basic description with limited reference to map evidence. Identifies limited features from the map using a basic or random description.		0	No relevant content.
		Level 2 (Clear)		3–4 marks	Provides a clear and mostly accurate description of the physical landscape based on map evidence. Identifies specific features such as height, relief, shape of land and drainage.							
		Level 1 (Basic)		1–2 marks	Provides only a basic description with limited reference to map evidence. Identifies limited features from the map using a basic or random description.							
				0	No relevant content.							
Indicative content												
• Hilly/mountainous area with 3 distinct peaks, Wetherston Hill (396 m), Mt Kettle (545 m) and Mihiwaka (561 m). • Relief reaches heights of over 500 m. • Steep slopes and valley sides between Wetherston Hill and Mt Kettle. • Slopes are mainly covered by forest. • Each mountain is conical in shape, with a deep valley between Wetherston and Mt Kettle and an area of lower land/lower ridge between Mt Kettle and Mihiwaka. • Streams drain off the mountains to north and to south. • Valley between Wetherston and Mt Kettle is occupied by Cedar Creek. • Two other peaks in south of Area A – Mt Martin (478 m) and Mt Cutten (530 m) with a lower ridge linking these two peaks. • The two peaks in the south are separated from Mt Kettle and Mt Mihiwaka by a basin, which is occupied by a man-made reservoir. • Rivers drain from the reservoir to the west and to the south in a steep V shaped valley.												
Give credit to any other valid physical features/characteristics that are included in the description.												

Qu	Part	Marking guidance	Total marks
02	5	Suggest two ways that the route of the single-track railway has been influenced by the physical landscape shown in Figure 1. • The route is confined to the coastline because of the high/steeper relief in land. (1) • The route inland has large loops to go around the contours of the hills to avoid steeper grounds and inclines. (1) • At the coast the railway is built in a straight line, which means that bridges and raised embankments are built across bays (1) and/or tunnels underneath headlands. (1) • As the railway moves inland to the north, a railway tunnel has been constructed under the higher ground. (1)	2 marks AO3=2

Qu	Part	Marking guidance	Total marks									
02	6	The coastal area shown in Figure 1 has a number of headlands and bays. Explain how headlands and bays are formed. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear explanation of the formation of headlands and bays on a coastline. Makes clear and sequential reference to processes involved in creating the landforms.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers a basic explanation of the formation of headlands and/or bays. Limited reference to processes and in a more random order.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Different types of rock at the coastline are eroded at different rates by erosional processes. • More resistant rock types, such as limestone or sandstone, are eroded more slowly. • More resistant rocks protrude into the sea and form headlands. • Softer bands of rock such as clay are eroded more easily to form bays between the headlands. • Wave refraction causes headlands to become high energy environments that are prone to erosional forces, especially hydraulic action and abrasion. • As the bays are more sheltered there is less wave energy focused on them. • Deposition takes place in bays and sand/shingle/smaller pebbles are deposited to form beaches.	Level 2 (Clear)	3–4 marks	Provides a clear explanation of the formation of headlands and bays on a coastline. Makes clear and sequential reference to processes involved in creating the landforms.	Level 1 (Basic)	1–2 marks	Offers a basic explanation of the formation of headlands and/or bays. Limited reference to processes and in a more random order.		0	No relevant content.	4 marks AO2=4
Level 2 (Clear)	3–4 marks	Provides a clear explanation of the formation of headlands and bays on a coastline. Makes clear and sequential reference to processes involved in creating the landforms.										
Level 1 (Basic)	1–2 marks	Offers a basic explanation of the formation of headlands and/or bays. Limited reference to processes and in a more random order.										
	0	No relevant content.										

Question 3

Qu	Part	Marking guidance	Total marks
03	1	Complete the bar chart (Figure 2) using the information below. Bar plotted at 3.6 million barrels on x axis of the horizontal bar graph	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
03	2	State the amount of oil production in Russia shown on Figure 2. 10.8 (million barrels per day) (mbpd not essential)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
03	3	Calculate the percentage of total USA oil production produced from shale in 2021. $\frac{7.23}{16.6} \times 100$ Answer = 43.55% (accept any value between 43.5% and 43.6%)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
03	4	Compare the eight largest oil producers shown in Figure 2 with the eight countries with the largest oil reserves shown in Table 2. • USA is the largest producer of oil but does not appear in the top eight countries with the largest oil reserves. (1) • Venezuela has the largest oil reserves but are not one of the top eight producers of oil. (1) • China appears in the list of top oil producers (in 6th place) but is not in the list of top eight countries with the largest oil reserves. (1) • Kuwait appears in 7th place in the countries with the largest oil reserves but is not one of the top eight producers. (1) • Saudi Arabia appears as second largest producer and is also the country with the second highest reserves. (1) • Iraq is ranked 5th in both lists. (1) • Saudi Arabia, Russia, Canada, Iran, Iraq and UAE (six countries in total) appear in both lists. (1) Credit any other valid comparison including differences/similarities in ranking of countries that appear in both lists.	2 marks AO4=2

Section B – Fieldwork skills (unfamiliar contexts)

Question 4

Qu	Part	Marking guidance	Total marks
04	1	Outline how one potential safety risk that you can identify from Figure 4 could be reduced. • Danger of drowning (1) would be reduced by those students entering water wearing lifejackets (1d) or those entering water are strong swimmers. (1d) • Danger of getting cold (hypothermic) and/or wet (1) reduced by wearing waterproof footwear/wellingtons/waders (1d) and/or warm clothing. (1d) • Danger of slipping on riverbank (1) can be reduced by wearing firm gripping footwear/boots/wellingtons. (1d) • Danger of picking up disease/being infected (1) from polluted water can be reduced by disinfecting hands/lower arms and footwear. (1d) • Working in groups (1) reduces risk as if there are any problems, others in group can raise the alarm. (1d) Credit any other risk mitigation method that is identified from a valid risk.	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
04	2	Suggest two reasons why the students' data collection might give unreliable results. Use evidence from Figure 4. • Human error – incorrect timing with stopwatch. (1) • Inaccurate recording of times on clipboard. (1) • Inaccurate synchronisation between release of float and start of stopwatch (1) or incorrect synchronisation between catching of float and stopping stopwatch (1) – allow only one of these. • Measurement of distance between ranging poles is inaccurate. (1) • Students move from their positions in line with ranging poles. (1) • Float gets stuck/held up by other floating materials, weeds etc (1) • Insufficient repeat measurements of timing are taken to get a reliable average. (1) Credit any other valid factor/reason identifiable in Figure 4 that may cause the data collection to be unreliable.	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
04	3	Complete Table 3 by calculating the river's velocity at Site 8 using the information below. Distance = 10 m divided by time = 8.7 seconds. Velocity = 1.15 m/sec (accept 1.14) (1) (figure put in table)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
04	4	Suggest one appropriate method of presenting the data shown in Table 3. • Line chart/graph (1) • Accept bar chart/graph (1) • Accept scattergraph (1) 1 mark for any creditworthy suggestion that is a method of presenting the relationship between velocity and increasing distance downstream, including a clearly described but unnamed method.	1 mark AO3=1

Qu	Part	Marking guidance	Total marks									
04	5	To what extent were the students able to conclude that their hypothesis was correct? Hypothesis: River velocity (speed of flow) increases downstream. Use evidence from Table 3 to support your answer. <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 reference to the data for velocity measurements to support their conclusion.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers only a basic or implied assessment of the evidence and whether the hypothesis is proven. Limited or no reference made to the data appearing in the table.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • In general, the velocity increases downstream from site 1 (0.22 m/sec) to site 8 (1.15 m/sec). • The evidence from the data supports the hypothesis that the velocity increases downstream and so the students could accept their hypothesis as proven. • There are anomalies in the data at site 4 and site 5; site 5 shows a decrease in velocity from site 4. • Site 4 may be considered as the anomaly as site 5 shows an increase in velocity from site 3 and the increase at site 4 is very rapid and out of line with the more gradual increases (this may be caused by measurements being taken just after the tributary joins the stream). • The students collected sufficient data over an 800 m stretch of the stream. Accept the inclusion of evaluative and counter-arguments suggesting there are some limitations and insufficient evidence to support the hypothesis (even beyond Table 3). For example: • the suggestion that more sites should have been sampled and/or sampled in different weather and flow conditions for the students to be more confident that their hypothesis can be proven • that readings should be taken over a longer distance of the stream to be more confident of the hypothesis being correct • they reliability of the data could be questioned, for example: ○ the ‘average’ velocity taken at each site – if there were sufficient repeat measurements of times taken ○ that more reliable data could have been collected using better equipment such as a digital or mechanical flowmeter.	Level 2 (Clear)	3–4 marks	Provides a clear assessment of the available evidence to support the hypothesis or otherwise. Makes clear reference to the data for velocity measurements to support their conclusion.	Level 1 (Basic)	1–2 marks	Offers only a basic or implied assessment of the evidence and whether the hypothesis is proven. Limited or no reference made to the data appearing in the table.		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 reference to the data for velocity measurements to support their conclusion.										
Level 1 (Basic)	1–2 marks	Offers only a basic or implied assessment of the evidence and whether the hypothesis is proven. Limited or no reference made to the data appearing in the table.										
	0	No relevant content.										

Question 5

Qu	Part	Marking guidance	Total marks
05	1	Outline one limitation of the data collection method(s) used by the students. • The data on land use will only be based on what they see along the transect route (1) and may not be very representative of the land use in the west and east of the city. (1d) • The data being collected, especially environmental quality is very subjective (1) based on personal opinion/judgement, which may vary between the two groups (1d) and/or may be influenced by individuals within the groups. (1d) • The two groups are collecting the same data but in different areas and because it is subjective they may have different interpretations of environmental quality in each area. (1) • The data on environmental quality may become a relative assessment of quality within each area (1) rather than an absolute comparison of west vs east. (1d) • Responses may refer to lack of standardisation in assessment of either land use and/or environmental quality. (1) • There is insufficient coverage in the two transects (1) and more transects should be taken along slightly different routes in each direction. (1d) • There may be reference to health and safety risks involved (1) of encountering traffic, getting lost, working in dangerous areas. (1d) Credit any other valid problem outlined if associated with the method of data collection described and/or referenced to Figure 5.	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
05	2	Complete the pie chart for the east transect (Figure 6) using the information below. Completion of final 11% of marked pie chart with radial line drawn at 93% giving 4% allocated to Open Space and 7% for Transport & other services. (1) Accept line at 96% if categories shaded correctly. Correct shading of both sectors (1)	2 marks AO4=2 (M)

Qu	Part	Marking guidance	Total marks
05	3	Complete the graph (Figure 7) using the information from Table 4. Line should be drawn from 4 at Air pollution to 5 at Green space and then another line from 5 at Green space to 4 Quality of buildings. (1 mark) Award mark if only first line is drawn and plotting up to value of 5 satisfies '<i>plot information on graphs when axes and scales are provided</i>'. (1)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
05	4	Calculate the median score for sites on the east side of the city from the data in Table 5. 10, 12, 13, 15, <u>20</u>, 21, 23, 23, 25 Median value (EQA score) = 20 (at site 5)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks									
05	5	Suggest what conclusions the students can draw from the results of their fieldwork enquiry. Enquiry question: How does the land use differ on the east and west side of the city and does this affect environmental quality? Use evidence from Figure 6 and Table 5 to support your answer. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear summary of potential conclusions that the students can make from their enquiry. Establishes some links between the land use data in Figure 6 and the environmental quality scores in Table 5.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Provides only a basic notion of any conclusions that the students might be able to make. Offers limited or no links between the land use data in Figure 6 and the environmental quality scores in Table 5.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Land use on the west side of city suggests more residential areas, more open space and less industry, and this may be reflected in EQA scores which are overall higher for west than for east and also generally higher at corresponding distances from the city centre. • The obverse is that the east side, with much more industry, less residential land use and fewer open spaces has lower environmental quality overall. • The suggestion that industry might lead to more air and noise pollution that would affect EQA scores is valid, so east with more industry has lower scores. • Open space appears as a land use and in the EQA scores – the west has more and so is likely to score higher. • Reference may also be made to Figure 5, the map (although not part of question), which further supports the idea that there is more open space on the west side. • It might be suggested that seeing EQA scores for individual sites ie the radar graphs (rather than just total scores) would enable students to make clearer conclusions to their enquiry based on either distance from city centre or on specific features of environmental quality (eg litter, noise levels etc). • It might also be argued that the students did not collect sufficient data from just two transects and that more data and/or a different sampling strategy could be used to collect land use data that is more representative (including secondary data) or EQA data that is less subjective.	Level 2 (Clear)	3–4 marks	Provides a clear summary of potential conclusions that the students can make from their enquiry. Establishes some links between the land use data in Figure 6 and the environmental quality scores in Table 5.	Level 1 (Basic)	1–2 marks	Provides only a basic notion of any conclusions that the students might be able to make. Offers limited or no links between the land use data in Figure 6 and the environmental quality scores in Table 5.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Provides a clear summary of potential conclusions that the students can make from their enquiry. Establishes some links between the land use data in Figure 6 and the environmental quality scores in Table 5.										
Level 1 (Basic)	1–2 marks	Provides only a basic notion of any conclusions that the students might be able to make. Offers limited or no links between the land use data in Figure 6 and the environmental quality scores in Table 5.										
	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 idea that formed the basis of your fieldwork enquiry. The investigation does not have to be based on an established geographical theory or model but should be based on a concept, idea or process that is recognisable related to their geographical studies and that is developed to state a hypothesis or raise a question that forms the basis of a fieldwork enquiry. Responses should include a brief outline of the idea that provides background to the investigation. The theory or idea should be linked to the investigation title. For example: • our enquiry was based on the changing channel characteristics of a local stream (1) and the theory that the channel would become wider and deeper with increasing distance from the source (1d) • the enquiry was based on differences in environmental quality that occur within an urban area (1) and the theory that environmental quality improves with increasing distance and/or in different directions from the centre (1d) • the enquiry was based on how climate change may have both negative and positive impacts on natural ecosystems and agriculture (1) and investigated the various impacts on wildlife and food production in location Y (1d) • our enquiry was based on the idea that soft engineering approaches to coastal management have fewer environmental impacts (1) and are more sustainable and less costly than hard engineering methods. (1d)	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
06	2	Explain why the location chosen for your enquiry was suitable for the collection of data. The explanation should be linked to the title and will vary depending upon the nature of the enquiry. Reasons why the location might be suitable should relate to accessibility, health and safety, availability of other (secondary) data, or that features that were to be studied were known to exist there. For example: • accessible/didn't require too much travel (1) • existing knowledge of the location and physical or human processes operating there (1) • safe location away from traffic/busy roads/other risks (1) • site contained a shallow river that was easy to investigate and collect data from (1) • little chance of becoming lost/detached from the group (1) • site was open to the public/ given permission to study (1) • some historic and/or contemporary secondary data available to study (1) • knew that there would be enough people there that we could survey/question (1) and/or not too overcrowded to make accurate counting/questioning impossible. (1) Credit any other valid reasons given.	2 marks AO3=2

Qu	Part	Marking guidance	Total marks									
06	3	Describe one data collection method that you used in your fieldwork enquiry. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear, sequential description of the method used to collect the data needed for their enquiry. Provides a description of the method that is comprehensive and can be replicated.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A simple or basic description of the method used to collect the data for their enquiry. Offers only a partial and/or disjointed description of the data collection method that is not fully developed and/or remains unclear.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content The data collection method used in the description will depend on the nature of the enquiry and on the data collected, for example, whether it was quantitative or qualitative data. The more detailed the content of the description, the more likely it is to be clear how the student undertook their data collection and therefore to achieve level 2 credit. • Responses may refer to the sampling strategy used – eg systematic, random, stratified though these may not be named, should be part of the description. • They could include a description/outline of any equipment used or questionnaires/surveys and how these were used or administered. • They could also include how the data was recorded for future analysis. • They could also suggest whether the data was collected at different sites/locations and also the timing and/or duration of the data collection and whether it was repeated to take average measurements or to increase accuracy/reliability. Credit any valid description of a method of data collection 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 collect the data needed for their enquiry. Provides a description of the method that is comprehensive and can be replicated.	Level 1 (Basic)	1–2 marks	A simple or basic description of the method used to collect the data for their enquiry. Offers only a partial and/or disjointed description of the data collection method that is not fully developed and/or remains 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 collect the data needed for their enquiry. Provides a description of the method that is comprehensive and can be replicated.										
Level 1 (Basic)	1–2 marks	A simple or basic description of the method used to collect the data for their enquiry. Offers only a partial and/or disjointed description of the data collection method that is not fully developed and/or remains unclear.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks												
06	4	Suggest how one or more of your data presentation methods helped you to analyse your data.	6 marks AO3=6												
		<table><tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>Provides a detailed description of how their data was presented. Offers a detailed account of how the presentation method helped them to analyse the data.</td></tr><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear description of how their data was presented. Offers a clear explanation of how the presentation method was useful when analysing the data.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A basic description of how their data was presented. Offers a simple and limited explanation of the usefulness of the presentation method for analysis of the data.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>		Level 3 (Detailed)	5–6 marks	Provides a detailed description of how their data was presented. Offers a detailed account of how the presentation method helped them to analyse the data.	Level 2 (Clear)	3–4 marks	Provides a clear description of how their data was presented. Offers a clear explanation of how the presentation method was useful when analysing the data.	Level 1 (Basic)	1–2 marks	A basic description of how their data was presented. Offers a simple and limited explanation of the usefulness of the presentation method for analysis of the data.		0	No relevant content.
		Level 3 (Detailed)		5–6 marks	Provides a detailed description of how their data was presented. Offers a detailed account of how the presentation method helped them to analyse the data.										
		Level 2 (Clear)		3–4 marks	Provides a clear description of how their data was presented. Offers a clear explanation of how the presentation method was useful when analysing the data.										
		Level 1 (Basic)		1–2 marks	A basic description of how their data was presented. Offers a simple and limited explanation of the usefulness of the presentation method for analysis of the data.										
	0	No relevant content.													
Indicative content															
The methods used to present data will depend on the nature of the enquiry as well as on the type of data collected. This part of the fieldwork enquiry falls in the ‘analysis’ strand and responses should describe how presentation of data relates to and can be useful for analysis. When presenting data, candidates should be aware that that it has a purpose to help with analysis and to eventually reach conclusions. For example: • presentation using bar graphs or pie charts may enable a visual comparison of data collected from different sites • geo-located data in the form of bar charts/pie charts enables comparison and analysis of different sites based on location/distance from a given point • flow lines give an indication of quantity travelling in certain directions/along given routes etc • line graphs are useful in identifying trends over time and/or distance and can also be used to compare data taken from different locations • scattergraphs are useful in identifying relationships/correlations between two variables (positive, negative or no correlations) • dispersion graphs can be analysed to establish range, IQ range median and also to compare overlap between the same data collected from different locations.															

		• drawing beach profiles, river channel or valley profiles can be used to compare different sites or analyse processes of erosion and deposition • isolines can be drawn to analyse spatial concentration and distribution of different values. Credit any other valid presentation method (including tabulated data) that is described and linked to how the data was then analysed.	
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Qu	Part	Marking guidance			Total marks
06	5	Explain how other data might be useful to improve the reliability of your conclusions.			
		Level 3 (Detailed)	5–6 marks	Provides detailed suggestions about other data that should have been included in their enquiry. Offers a detailed explanation of how/why this additional data would give more reliable conclusions to the enquiry.	
		Level 2 (Clear)	3–4 marks	Provides clear suggestions of other data that could have been included in their enquiry. Offers some explanation of how/why this additional data would improve the reliability of the enquiry.	
		Level 1 (Basic)	1–2 marks	Presents only basic suggestions or a description of additional data, likely to be based primarily on adding quantity to the existing data. Offers a basic explanation of how the additional data might improve reliability.	
			0	No relevant content.	
		Indicative content			
There should be some recognition of limitations or problems with the data that has already been collected. They may explain why it is not accurate, is unreliable or why it is not entirely valid in addressing their original hypothesis or answering the enquiry question. The idea is that the additional data builds on the existing data in order to: • improve reliability or confidence of existing results • fill in gaps that were not properly addressed in the original data collection and that are needed to reach a valid and/or reliable conclusion to the enquiry • build on and strengthen the reliability of existing conclusions by gathering further evidence to support them and increase confidence in the established outcomes • suggested improvements in methods of data collection (including sampling strategy) of data already collected are valid if linked to how the reliability of conclusions will be improved. Basic responses may only suggest more sampling, ‘more of the same’ data collection etc. Those suggesting data collection at other times or in different circumstances are more likely to be able to clearly offer reasons for this. If these ideas are more developed to suggest how new/additional data would improve enquiry outcomes, then it can be credited to level 3.				6 marks AO3=6	