

INTERNATIONAL GCSE GEOGRAPHY

9230/3

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	Which type of map could be used to show the direction and volume of exports from one country to other countries? Shade one circle only. C A flow line map	1 mark AO3=1

Qu	Part	Marking guidance	Total marks
01	2	What distance would a 12 cm line represent on a 1:25 000 scale map? Shade one circle only. B 3.0 km	1 mark AO4=1 (M)

Question 2

Qu	Part	Marking guidance	Total marks
02	1	Complete Figure 1 using the information given for Oman. Correct plotting of x as given by data, with US\$ 35 000 on x-axis and 11 (per 1000 live births) on y-axis. (1)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
02	2	Draw a line of best fit on the scattergraph in Figure 1. A line drawn from top left to bottom right in between points already plotted with an approximately equal number of plotted points on either side of the line. (1)	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
02	3	State the relationship between GNI per capita and infant mortality rates shown in Figure 1. • There is a negative correlation between the two variables. (1) • As the level of GNI per capita/income increases, the infant mortality rate decreases. (1)	1 mark AO4=1

Qu	Part	Marking guidance	Total marks
02	4	Complete Figure 2 using the information given below for Brazil. • Correct plotting of Life expectancy at 73 on y-axis and Human Development Index at 0.75 on x-axis. (1) • Completion of kite diagram in remaining 3 sectors. (1)	2 marks AO4=2 (M)

Qu	Part	Marking guidance	Total marks
02	5	Identify the country with the lowest adult literacy rate. Chad	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
02	6	Outline one reason for uneven development between countries. The suggested reasons outlined below give reasons why some country's development is limited or hindered. The obverse of these reasons are equally creditworthy to suggest why some countries are more developed than others. Physical causes • Lack of adequate supplies of water (1) restricts agricultural production (1d) or industrial development. (1d) • Extreme weather events such as droughts, floods or cyclones (1) means any development is restricted by damage to infrastructure (1d) and/or costs of reparation. (1d) • Landlocked countries (1) with no access to sea restricts trade and economic growth. (1d) • Climatic extremes (1) can mean difficult to develop settlement, agriculture industry (1d) or in some cases, eg, tropical climate (1) may cause diseases. Economic causes • Difficulty in trading (1) because of lack of raw materials. (1d) • Unfair trading (1) as exports are primary products with no value added while imports are secondary goods (1d) or tertiary services. (1d) Political causes • Governments with extreme political regimes/ideologies (1) may deter trading (1d) or even subject to sanctions from other countries. (1d) • Political instability or corruption (1) in a country deters investment from within or from foreign investors (1d) and can keep the population in poverty (1d). • Reverse of the above is that political stability (1) encourages (foreign direct) investment (1d). Historical causes • Developed higher income countries are able to control (1) through foreign investment etc. The development of lower income countries. (1d) • Colonial legacy – colonial powers of past have controlled the resources of less developed countries (1) which has restricted growth/development etc (1d) and on becoming independent – led to power vacuums, unrest, instability or even civil war. (1d)	2 marks AO2=2

Question 3

Qu	Part	Marking guidance			Total marks
03	1	Describe the physical landscape shown in Figure 3.			4 marks AO4=4
		Level 2 (Clear)	3–4 marks	Provides a clear description that covers both foreground and background of the picture. Description should link clearly to positions within the photograph.	
		Level 1 (Basic)	1–2 marks	Offers only a basic description that mainly identifies features with little description. Description may be limited in coverage and/or does not clearly identify position.	
			0	No relevant content.	
		Indicative content Knowledge and understanding of hot desert landforms is not required to answer this question; the focus should be on describing (and not explaining) what physical features can be seen in the photograph in terms of relief, soils, vegetation, etc. Credit can be given if geographical features are identified as part of the description, such as the Badlands landscape (mesas, buttes and scree slopes) in the background. Foreground: - land is largely flat with slightly higher ground on right with a gentle slope/incline going from higher ground on right towards lower ground on left; could be identified as a (desert) plain - soils are dry, sandy and desert like; exposed bare soils are light brown/orange in appearance with some larger stones - vegetation is sparse and scrub like, low-lying shrubs but fairly evenly spread. Background: - in the middle distance are some isolated hills/ridges/outcrops rising above the plain made up of exposed rock, reddish brown in colour; with evidence of horizontal strata - the exposed higher ridges are very steep/vertical cliff like near the flat tops with more gradual slopes around their lower half bases - within the ridge are steep drops but also exposed isolated peaks - in the furthest background, there appears to be a more definite and continuous plateau of distinctly higher ground than the flat land in the foreground with an abrupt, steep edge as it rises above the plain.			

Qu	Part	Marking guidance			Total marks
03	2	Describe the distribution of areas that are at risk of desertification in Figure 4.			4 marks AO4=4
		Level 2 (Clear)	3–4 marks	Provides a clear description of the distribution of areas at risk of desertification. Description should include location and size or spread in terms of direction and position in relation to areas of existing desert and/or the continent as a whole.	
		Level 1 (Basic)	1–2 marks	Offers only a very basic or limited description of the areas at risk of desertification. Description is limited or offers no clear directional or positional relationship with areas of existing desert and/or within the continent as a whole.	
			0	No relevant content.	
		Indicative content			
		• Most areas at risk are close to areas of existing desert in the north, east and south-west of Africa. • In the north the most extensive at risk is at the southern (latitudinal) fringe (the Sahel) of the large area of desert occupying most of North Africa (Sahara); there is also a smaller area at risk on the northern fringe, particularly in the north west of the continent. • In the east, around the ‘Horn’ of Africa, the area of established desert is smaller and only covers the tip of the horn but the area at risk of desertification is larger, stretching south-westwards both along the coast and further inland. • In the south west, to the north and south of the Tropic of Capricorn, the established desert occupies a small area of coastal strip; the area at risk of desertification is larger, surrounding this desert to the north and south but especially to the east so that it occupies the bulk of the southern part of the continent.			

Qu	Part	Marking guidance	Total marks
03	3	Suggest two reasons why areas on the fringe of hot deserts are at risk of desertification. • Population increase (as this underpins most of the human reasons given below) (1) • Overgrazing of marginal land on the edge of deserts. (1) • Over-cultivation of marginal land on the edge of deserts. (1) • Soil moisture content reduced by removal of trees for fuelwood. (1) • Poor land management (eg removal of trees/vegetation). (1) • Soil erosion and instability is increased by any of above actions. (1) • Strong winds in hot deserts blow sand into surrounding areas (rendering the soil infertile). (1) • Natural climatic hazards such as droughts extend desert conditions. (1) • Climate change/increases in temperature extend desert conditions. (1) • Areas on the fringes of deserts are fragile ecosystems and can become desertified by slight changes in temperature or rainfall. (1)	2 marks AO2=2

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

Qu	Part	Marking guidance	Total marks
04	1	Complete Figure 5 using the information below. Correct plotting of bar for south facing slope of groyne A at 16 cm. (1)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
04	2	Calculate the difference (in cm) between the drop on the north side and the drop on the south side of groyne C. 52 cm – 8 cm = 44 cm (1)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
04	3	Outline one way the reliability of the students' data could be improved. • They could take more measurements on each groyne (1) and then take an average of each measurement. (1d) • They could take more measurements at different times of the year (1) and take an average. (1d) • They can repeat the measurement(s) (1) to check and prevent human error. (1d) • They could double check each other's measurements (1) to double-check to prevent any errors. (1d)	2 marks AO3=2

Qu	Part	Marking guidance	Total marks									
04	4	What conclusion(s) can the students draw in relation to their original enquiry questions? Is there evidence of longshore drift and, if so, in which direction does it occur? Use Figure 5 to support your answer. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Suggests clearly developed conclusion(s) that might be reached from the data collected. Uses Figure 5 clearly to provide evidence for the conclusions that might be drawn to address at least one part of the enquiry question.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers only limited or basic suggestions for conclusion(s) that might be drawn from the data. Limited reference made to Figure 5 to support any suggested conclusions drawn.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content • Figure 5 shows that for each groyne there is a larger drop on the north facing side than on the south side. • This indicates there is consistently more build-up of sediment on the south side of each groyne. • From this the students can conclude that there is evidence of longshore drift taking place on the beach. • As the build-up of sediment is always on the southern side, they can also conclude that longshore drift occurs from south to north along the beach; the sediment is being moved from the southern end of the beach towards the north, and the groynes are trapping much of this sediment on their southern side.	Level 2 (Clear)	3–4 marks	Suggests clearly developed conclusion(s) that might be reached from the data collected. Uses Figure 5 clearly to provide evidence for the conclusions that might be drawn to address at least one part of the enquiry question.	Level 1 (Basic)	1–2 marks	Offers only limited or basic suggestions for conclusion(s) that might be drawn from the data. Limited reference made to Figure 5 to support any suggested conclusions drawn.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Suggests clearly developed conclusion(s) that might be reached from the data collected. Uses Figure 5 clearly to provide evidence for the conclusions that might be drawn to address at least one part of the enquiry question.										
Level 1 (Basic)	1–2 marks	Offers only limited or basic suggestions for conclusion(s) that might be drawn from the data. Limited reference made to Figure 5 to support any suggested conclusions drawn.										
	0	No relevant content.										

Qu	Part	Marking guidance	Total marks
04	5	Suggest different data (other than the drop measurements) that could be collected to help students with their investigation. • They could measure the wind direction on a number of occasions to determine the direction of the prevailing wind. (1) • They can measure the angle of oncoming waves. (1) • They could measure frequency and/or height of oncoming waves. (1) • They could measure sediment (pebble) size at different points along the beach. (1) • They could measure pebble roundness at different points along the beach. (1) • Measuring the width of the beach on either side of the groynes. (1)	2 marks AO3=2

Question 5

Qu	Part	Marking guidance	Total marks
05	1	Calculate the mean life expectancy of the four boroughs being studied. Answer = 82.75 years (1) accept 82.7 or 82.8 (1)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks
05	2	Suggest why this type of secondary data was useful for the enquiry. • It demonstrates variations that support the idea of inequality. (1) • It can be used to set an aim or formulate a hypothesis. (1) • It provides a reliable base source against which primary data can be analysed or compared. (1) • It can save valuable time in primary data collection. (1) • It complements the primary data as evidence to support any conclusions. (1) • It may fill gaps in information gathered for the enquiry. (1) • It might be used to explain any anomalies in the primary data collected. (1) • It provides more extensive information than can be collected by individuals/small groups of students. (1) • It is quantitative data that can be presented graphically (1) or used in statistical tests (1) for analysis. Credit any other valid suggestion. 2 × 1 or 1 × 2 if points above are merged/developed.	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
05	3	Suggest two limitations of the survey shown in Figure 6. • Responses to the questionnaire will be highly subjective. (1) • The scores have little meaning because of subjectivity placed on each part of the scale. (1) • The Disagree and Strongly disagree responses have positive values – they should be given negative values to balance against the Agree/Strongly agree. (1) • The responses do not capture reasons behind the score given. (1) • An opportunity to give more open qualitative responses to an open question might elicit more detailed information. (1) • It could be argued that the questions including the rating/ranking question are ‘leading’ respondents to give ‘expected’ or more ‘socially acceptable’ responses (1) or even biased responses. (1) • There is nothing on the questionnaire that categorises respondents in terms of age or gender which may influence health. (1) • Some might consider the questionnaire to be intrusive (1) or require too much personal information (1) especially as all questions are written in first person. (1)	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
05	4	Complete Figure 7 by adding the rank order number from 1–6 inside the column for Richmond. The rank order is: Access to healthcare = 6 Education = 3 Environment = 2 Level of income = 4 Lifestyle = 1 Type of employment = 5 One mark for completion of Figure 7 showing these rankings. (1)	1 mark AO4=1 (M)

Qu	Part	Marking guidance	Total marks									
05	5	To what extent are the students able to draw conclusions from their data in relation to the original enquiry question? What are the causes of health inequality between different boroughs in London? Use Table 1, Figure 6 and Figure 7 to support your answer. <table><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear evaluation of whether students can draw any conclusions from the data they have collected. A clear evaluation that is supported by the evidence/lack of evidence available in Table 1 and Figures 6 and 7 or by linking these.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers only a basic or limited evaluation based on the data the students have collected. Mainly descriptive of the data with very limited, if any, reference to how data collected in Table 1 or Figures 6 and 7 can be used to draw a conclusion.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content In terms of conclusions that might be drawn (on the positive side): • Table 1 (the secondary data) shows some fairly clear positive correlations between levels of income, deprivation, number of patients per doctor and life expectancy as a health measure suggesting that there is health inequality and these are reasons for it • the survey (Figure 6) attempts to assess different perceptions about health among residents of the two boroughs but it only relates notionally to the idea of inequality. The scores collected from the two boroughs may give some indication of health inequality and its causes • Figure 7 is inconclusive and it doesn't ask directly about causes of health inequality. The only conclusion that can be drawn from Figure 7 is that residents in different boroughs (poorer and richer) have different perceptions/ratings about the most important factors affecting their health • the income data in Table 1 and the relative importance of factors affecting health in Figure 7 might be linked. For example, the higher income population in Richmond think that income is a less important factor affecting health than the lower income population in Barking and Dagenham, but think that lifestyle and education is more important.	Level 2 (Clear)	3–4 marks	Provides a clear evaluation of whether students can draw any conclusions from the data they have collected. A clear evaluation that is supported by the evidence/lack of evidence available in Table 1 and Figures 6 and 7 or by linking these.	Level 1 (Basic)	1–2 marks	Offers only a basic or limited evaluation based on the data the students have collected. Mainly descriptive of the data with very limited, if any, reference to how data collected in Table 1 or Figures 6 and 7 can be used to draw a conclusion.		0	No relevant content.	4 marks AO3=2 AO4=2
Level 2 (Clear)	3–4 marks	Provides a clear evaluation of whether students can draw any conclusions from the data they have collected. A clear evaluation that is supported by the evidence/lack of evidence available in Table 1 and Figures 6 and 7 or by linking these.										
Level 1 (Basic)	1–2 marks	Offers only a basic or limited evaluation based on the data the students have collected. Mainly descriptive of the data with very limited, if any, reference to how data collected in Table 1 or Figures 6 and 7 can be used to draw a conclusion.										
	0	No relevant content.										

		Limitations of the enquiry in terms of drawing conclusions are: • the highly subjective nature of the survey • the small sample of residents is unlikely to be representative • there is no apparent sampling strategy for administering the survey in terms of age, gender, type of resident etc • parts of the survey are not valid as they do not really investigate health inequalities and only explore peoples' perceptions of what affects their health. In summary: • the secondary data is more extensive and does indicate that health inequalities exist between the boroughs and seem likely to be the result of income and deprivation differentials • it is arguable that the students cannot draw any definite conclusions (or at best can only draw very limited conclusions) especially from their own data, to answer the enquiry question of why health inequalities exist.	
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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	Explain why your topic was suitable for a geographical fieldwork enquiry. The response to this question will depend on the nature of the individual enquiry but should be linked to their fieldwork enquiry (title). Candidates should provide a clear statement that outlines the reason for their investigation (1) and why, for the chosen topic, this was suitable to improve geographical understanding. (1) For example: - the enquiry investigated the characteristics of a small stream (1) to establish whether the velocity increased with increasing distance downstream (1) as the theory in our studies suggests - the enquiry investigated whether the environmental quality of (named urban area) (1) improved with increasing distance from the central business district (1) as we might expect from our studies of urban issues and challenges - we investigated the question ‘how are farming practices in location X being changed (1) in order to adapt to new technologies/global climate change (1) to keep up to date with changing economies/global issues - our enquiry was to test the theory that groynes provide an effective defence (1) to the problems caused by longshore drift as suggested in our studies. (1) Credit any other valid explanation of the suitability of a topic for investigation because of its relevance to geographical understanding. An alternative approach might consider why the practicalities of investigating the topic made it suitable. For example: - the ability to test a geographical hypothesis in a short time period (1) because of the small scale of area required for data collection (1) - the availability of existing secondary data (1) on which a geographical investigation could be based in the same location at an earlier time or in a comparative area. (1)	2 marks AO3=2

Qu	Part	Marking guidance	Total marks
06	2	Outline one sampling method used to collect your data. The response should ideally identify a named sampling method (random, systematic or stratified) (1) and then go on to describe/explain how it was put into practice in their fieldwork (1d). Responses will depend on the nature of the fieldwork involved. Classroom/desk-based enquiries can still use a sampling strategy for retrieving secondary data/or can study other fieldwork investigations and strategies used therein. For example: • we used a systematic sample (1) by using the length of the stream taking measurements at every 500m along the stream (1d) • we used a stratified sampling method (1) as we had already identified specific parts of the town with the characteristics we were seeking (1d) obtained from secondary data (1d) • for our data to lack any bias we adopted a random sampling method (1) using a random coordinate generator (1d) to assess the different vegetation cover levels in a large area when investigating desertification. (1d) Credit any other appropriate sampling method outlined and that relates to the students' enquiry.	2 marks AO3=2

Qu	Part	Marking guidance			Total marks
06	3	Justify one method you used to present your data.			4 marks AO3=4
		Level 2 (Clear)	3–4 marks	Provides a clear explanation of the method of data presentation used. Demonstrates clear understanding of why the presentation method was appropriate to the data and/or aim of the enquiry	
		Level 1 (Basic)	1–2 marks	Provides only a basic explanation of the method of data presentation used. Shows only basic or limited knowledge or understanding of why the presentation method was appropriate.	
			0	No relevant content.	
		Indicative content			
		Responses will vary and depend upon the nature of the method used to present the data that has been collected. For example, this could include either quantitative or qualitative data. Any relevant method of data presentation linked to the aim of the investigation is valid. There should be an identification of the type of visual presentation method used, whether graphical or cartographical (and if so, what type) and an explanation of how it was used and/or what was presented. There should be at least a description of the method, even if it is not named. There should be an attempt to justify why the presentation method was an appropriate one to use. This should be linked to the nature of the data collected and/or to the aim of the enquiry and what it was intended to show or prove. Links to the analysis of the data are also valid if the method helped with analysis. Credit any valid method of data presentation that is appropriate to the nature/type of data collected.			

Qu	Part	Marking guidance	Total marks		
06	4	What conclusions did you reach from the evidence provided by your data?			
		Level 3 (Detailed)		5–6 marks	Gives a detailed summary of the conclusion(s) reached from the analysis of the data they collected. Evidence supporting conclusions should include some information from their analysis.
		Level 2 (Clear)		3–4 marks	Provides a clear summary of their findings based on the analysis of the data collected. Offers some clear supporting evidence from their analysis.
		Level 1 (Basic)		1–2 marks	Provides only a basic outline of the conclusion(s) reached as a result of the analysis. Offers limited or only basic evidence from their analysis to support the conclusion(s) reached.
				0	No relevant content.
		Indicative content Responses will vary and depend upon the nature of the fieldwork undertaken. There may be reference to their analysis in their response but there is not necessarily an expectation to explain/outline methods of analysis used. - Any results, facts, figures or other information including any anomalies might be referred to and these may provide the detail required for level 3 credit. - Conclusions reached from the results/findings from their analysis should be summarised with reference to their original enquiry aim, question or hypothesis. - Credit should also be given for any attempts to link the results between different sets of data that have been analysed that helped develop the conclusions reached. - There may be reference to patterns or trends that were observed from their results and these may be explained as part of the conclusions that were reached. - Suggested reasons for anomalous data or patterns/trends that were not expected may also be explained as part of the response.			

Qu	Part	Marking guidance	Total marks												
06	5	Assess the limitations of the data you collected and how it could be improved. <table><tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>Provides a detailed assessment of the limitations of the data they collected. Provides detailed and developed suggestions about how the data collected could be improved.</td></tr><tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear assessment of the limitations of the data that was collected. Makes some clear suggestions about how the data collected could be improved.</td></tr><tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers only a basic assessment of limitations of the data that was collected. Makes only limited or basic suggestions about how the collected data might be improved.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> Indicative content The underlying concept here is the accuracy, reliability and/or validity of the data that has been collected. If the collected data is inaccurate, unreliable or not valid then this makes any results and conclusions drawn also unreliable. The key assessment therefore is to consider any limitations in the original data that was collected, which may make the data less reliable. For example: • the sample size may have been too small to be representative of the population or the area • the sample data taken may have been biased and not properly representative – there may be genuine reasons for this such as weather or time constraints when the data was collected • there may be gaps in the data collected, for example sites that were not accessible in systematic sampling or parts of the population not available • the sampling strategy used may not have been appropriate and have caused unconscious or unintended bias or left gaps in the data collected • inaccuracies may have occurred in the data collection because of human error or faulty or inappropriate equipment being used • the timing and/or duration of the data collection may have given very limited data or have led to anomalous results • the choice of location may have been inappropriate because of large variations in the local environment • there may be reference to limitations of secondary data being biased, out of date or not from authoritative sources etc.	Level 3 (Detailed)	5–6 marks	Provides a detailed assessment of the limitations of the data they collected. Provides detailed and developed suggestions about how the data collected could be improved.	Level 2 (Clear)	3–4 marks	Provides a clear assessment of the limitations of the data that was collected. Makes some clear suggestions about how the data collected could be improved.	Level 1 (Basic)	1–2 marks	Offers only a basic assessment of limitations of the data that was collected. Makes only limited or basic suggestions about how the collected data might be improved.		0	No relevant content.	6 marks AO3=6
Level 3 (Detailed)	5–6 marks	Provides a detailed assessment of the limitations of the data they collected. Provides detailed and developed suggestions about how the data collected could be improved.													
Level 2 (Clear)	3–4 marks	Provides a clear assessment of the limitations of the data that was collected. Makes some clear suggestions about how the data collected could be improved.													
Level 1 (Basic)	1–2 marks	Offers only a basic assessment of limitations of the data that was collected. Makes only limited or basic suggestions about how the collected data might be improved.													
	0	No relevant content.													

		Suggested improvements should refer to each limitation that is assessed. The response should be developed by outlining how the specific data collected could be improved and what benefits each suggested improvement would bring to increase reliability. Suggestions should ideally go beyond the basic idea of simply collecting more data.	
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