GCE AS MARKING SCHEME

SUMMER 2024

AS
GEOGRAPHY – UNIT 2
2110U20-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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GCE AS GEOGRAPHY

UNIT 2: CHANGING PLACES

SUMMER 2024 MARK SCHEME

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, as opposed to adopting an approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

The mark scheme for this unit includes both point-based mark schemes and banded mark schemes.

Point-based mark schemes

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision should be made. Each creditworthy response should be ticked. Do not use crosses to indicate answers that are incorrect. The targeted assessment objective (AO) is also indicated.

Banded mark schemes

For questions with mark bands the mark scheme is in two parts.

The first part is advice on the indicative content that suggests the range of concepts, processes, scales and environments that may be included in the learner's answers. These can be used to assess the quality of the learner's response.

The second part is an assessment grid advising on bands and the associated marks that should be given in responses that demonstrate the qualities needed in the three AOs, AO1, AO2 and AO3, relevant to this unit. The targeted AO(s) are also indicated, for example AO2.1c.

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Assessment Objective	Strands	Elements
AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.	N/A	This AO is a single element.
AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.	N/A	1a - Apply knowledge and understanding in different contexts to analyse geographical information and issues.
		1b - Apply knowledge and understanding in different contexts to interpret geographical information and issues.
		1c - Apply knowledge and understanding in different contexts to evaluate geographical information and issues
AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.	1 - investigate geographical questions and issues	N/A
	2 - interpret, analyse and evaluate data and evidence	
	3 - construct arguments and draw conclusions	

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

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Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The specialised concepts from the specification that apply in the indicative content are underlined.

The mark scheme reflects the layout of the examination paper. Mark all questions in Section A, and Section B. Possible rubric infringements will be discussed at the marking conference.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

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Section A: Changing Places

1. (a) (i) Use **Figure 1** to analyse the location quotients of the three counties.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

Note that the command word used is **analyse.**

- Cardiff has the highest LQ for financial services
- Wrexham has the highest LQ for manufacturing
- Ceredigion has highest LQ for accommodation
- In Ceredigion, the most concentrated industry is hospitality in Wrexham it is manufacturing.
- The proportion employed in Leisure and Tourism in Cardiff is near to the UK average.

Marking guidance

Credit other valid analytical points. Credit data manipulation to support analytical points e.g. proportion employed in manufacturing in Wrexham is nearly four times that of Ceredigion. Candidates should make use of the 1.0 National figure to be awarded a mark in Band 3.

Award marks as follows:		
Band	**Marks**	
3	**4-5**	A well-developed analysis that refers to the location quotients of all three areas. The candidate will also show an understanding of the significance of the value of the national average. The points are well quantified.
2	**2-3**	A partial analysis that refers to the location quotients of at least two areas. Some quantification is noted.
1	**1**	Limited analysis. Maybe list-like with little understanding of the term location quotient evident.
	0	Response not creditworthy or not attempted

(ii) Suggest **one** reason for the differences in the concentration of employment in Leisure and Tourism.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for any of the following up to a maximum of 2 marks			2				**2**

Indicative content

Marks are awarded for suggesting **one** reason and developing this idea. These reasons may include:

- Ceredigion is a rural area with pleasant coastal scenery (1) so many seaside resorts which attract tourists have developed (1)
- Wrexham is predominantly a manufacturing town (1) with a lack of tourist attractions (1)
- Cardiff is a large city with a wide variety of jobs (1) therefore the concentration of leisure and tourism is not as high as in Ceredigion where employment is more dependent on tourism (1).

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(b) Examine the severity of **two** economic challenges to areas affected by deindustrialisation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5			3			**8**

Indicative content

AO1

The question is asking candidates to put forward and develop plausible and informed ideas as to the economic challenges faced in some deindustrialised areas. Approaches may include:

- Earnings in older industrial areas are lower than the national average
- Higher unemployment and its associated effects such as outmigration from the area
- A lack of government and/or European Union (following Brexit) investment in the area
- A lack of training and an appropriately skilled workforce leading to a lack of highly paid jobs
- Higher dependency on out-of-work benefits
- A lack of entrepreneurial spirit may be evident in many deindustrialised areas such as the South Wales valleys. Consequently, there is untapped economic potential in these areas
- It may be challenging to attract private investment to the area due to poorer infrastructure.

AO2

In order to examine the severity of the challenges effectively, candidates would benefit from clearly identifying two separate challenges.

- Candidates may offer an examination of the severity in terms of their impact on individuals/ groups or on the area as a whole. Better answers will clearly address the severity – possibly by comparing the impacts of different challenges with one another
- Candidates may also refer to how the severity of specific challenges vary from location to location (some deindustrialised areas have fared better than others) or over time.

Marking guidance

Near the upper end, the two challenges in deindustrialised areas will be identified clearly with an explicit examination of their severity. Contextualised examples will aid the arguments put forward. Towards the lower end, little application is evident and answers are short and list like or the nature of the challenges may become unclear.

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Award the marks as follows:		
	AO1 (5 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of the severity of two economic challenges in deindustrialised areas.*	*Applies (AO2.1c) to examine the severity of challenges facing areas affected by deindustrialisation.*
3	**4-5 marks** Detailed and accurate knowledge and understanding of two economic challenges in deindustrialised areas. Developed example(s).	**3 marks** Well-developed examination of the severity of two challenges. Contextual example(s) are well applied to the question.
2	**2-3 marks** Partial knowledge and understanding of two economic challenges in deindustrialised areas. May be a severely unbalanced account of two challenges or a comprehensive treatment of one.	**2 marks** Partial examination of the severity of two challenges. Contextual example(s) are partially applied.
1	**1 mark** Limited knowledge and understanding of two economic challenges in deindustrialised areas.	**1 mark** Basic examination of the severity of two challenges. The supporting example may not be appropriate.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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2. (a) (i) Use **Figures 2a and 2b** to identify why the Loch Morlich area is suitable for adventure tourism activities.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					5		**5**

Indicative content

As a geographical skills question, responses must be supported by evidence from the map and image. Possible answers include:

- Loch Morlich / Water sports centre at 9709 for kayaking
- Youth hostel at 9709 for tourist accommodation
- Woods/forests for cycling/ orienteering
- Road present for relatively easy access to Loch Morlich and surrounding forests
- River can be used for a range of adventure tourism activities e.g. gorge scrambling
- Use of specific map evidence should be credited when clearly linked to an adventure tourism activity e.g. land is steep to the north-east ideal for mountain biking.

Marking Guidance

Credit other valid points. Avoid double credit/ crediting for very similar reasons e.g. using the river to kayak and raft. Max 4 unless it is clear that both resources have been used.

Award marks as follows:		
Band	**Marks**	
3	**4-5**	A well-developed account of both figures that identifies both map/photo evidence and links to suitability for specific adventure tourism activities.
2	**2-3**	A partial account of both figures or a developed analysis of one figure that makes partial links to suitability for specific adventure tourism activities.
1	**1**	A limited account. Maybe list-like with few links made to evidence and/or adventure tourism activities.
	0	Response not creditworthy or not attempted

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(ii) Suggest **two** positive consequences of regenerating rural places through recreation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for identifying a consequence and +1 for development of each.		4					**4**

Indicative content

These consequences may include:

- Increase in employment opportunities (1) leading to increase in local incomes and/or associated multiplier effect (1)
- Increase in population (1) leading to multiplier effect and improvements in local services (1)
- Increase in house prices (1) as the area becomes more desirable for permanent residents and second homeowners (1)
- Improved community spirit (1) as a more positive perception is developed, more vibrancy created within the local community (1)
- Improvements to the natural environment (1) leading to a greater focus on conservation (1)
- Improvements to the built environment and infrastructure (1) more efficient transport links, re-purposing of abandoned rural buildings (1)
- Successful rebranding /re-imaging of the area (1) – this then opens up a host of consequences but these need to be clearly linked to positive consequences e.g. positive perceptions of the area as regeneration occurs (1) leading to further increases in tourism and revenue (1)
- Growth and development of settlements (1) resulting in renewed charm/ character (1).

The question clearly states two consequences therefore avoid credit of more than 2 consequences. Development points must clearly explain the positive consequence.

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(b) Examine the social challenges faced in rural areas affected by counter-urbanisation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5			3			**8**

Indicative content

The question is asking candidates to put forward and develop plausible and informed ideas in relation to the challenges of counter-urbanisation in rural areas.

AO1

There are a number of possible ways that counter-urbanisation can lead to social changes in rural areas. These challenges may include:

- Higher house prices lead to the 'pricing out' of the local community from the housing market and a depleting affordable housing stock
- The changing social profile of the area – the age profile may become younger/ income levels may rise/ the area may become more culturally diverse and some groups may see this as a challenge
- Services may close down due to the newer population shopping and spending leisure time elsewhere. This may lead to a lack of community activities e.g. pub closure as people socialise in the city/ town nearby
- The area may become busier and experience increased traffic levels, some groups may feel alienated in an area that has grown/changed quickly
- A lessening sense of community.

AO2

In order to examine the challenges effectively in response to the question, candidates must consider **more than one** social challenge.

They may wish to comment on the varying severity of the given social challenges – they may do this by noting how damaging they are and/or whether they are long- or short-term challenges and how easily they may be solved. Candidates may also consider the differing nature of challenges in different areas or how the nature of challenges can change over time. Other possible routes are creditworthy.

Marking guidance

Near the upper end, examination will be clear and will make a clear link between counter-urbanisation and how it has led to a change in the social characteristics of the area. Towards the lower end of AO2, little application of knowledge and understanding is evident, and answers are short and characterised by a list-like outline of challenges.

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Award the marks as follows:		
	AO1 (5 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of the social challenges faced by rural areas affected by counter-urbanisation.*	*Applies (AO2.1c) to examine the social challenges faced by rural areas affected by counter-urbanisation.*
3	**4-5 marks** Detailed and accurate knowledge and understanding of the nature of social challenges resulting from counter-urbanisation. Developed example(s)	**3 marks** Well-developed examination. Contextual example(s) are well applied to the question.
2	**2-3 marks** Partial knowledge and understanding of the nature of social challenges resulting from counter-urbanisation. Partially developed example(s).	**2 marks** Partial or unbalanced examination. Contextual example(s) are well applied in part.
1	**1 mark** Limited knowledge and understanding of the nature of social challenges resulting from counter-urbanisation.	**1 mark** Basic examination. The supporting example may not be appropriate.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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Section B: Fieldwork Investigation in Physical and Human Geography

3. (a) (i) Use **Figures 3a and 3b** to outline how residents felt about the new shopping complex.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for any of the following up to a maximum of 4 marks					4		**4**

Indicative content

- Mostly positive (1) with 'modern' the most popular response (1) with 12 responses (1)
- 'Exciting' was also a popular response (1) with 11 responses (1)
- Most popular negative answer was busy / expensive (1) with 7 / 5 responses (1)
- Some adjectives were only used once or twice hence the category 'other' (1) e.g. child friendly.

Reserve one mark for the use of both figures. Award one mark only for quantification.

Credit other valid approaches. Max. 2 for lifting/repeating data from the resource(s) with no interpretation.

(ii) Evaluate the strengths and limitations of the data presentation methods used in **Figures 3a** and **3b**.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
				2	4		**6**

Indicative content

AO3

Comments may include the following strengths and limitations:

- The word cloud is visually striking and displays main trends clearly.
- It is difficult to extract quantitative data from the word cloud i.e. the number of responses received.
- The bar graph provides the exact data for each category.
- The bar graph is easier to interpret in terms of its outcomes for individual categories.
- Comparisons can be made between categories using the bar graph.
- The 'others' column means some responses are not clearly represented by the bar graph.

AO2

- The candidate may note which data presentation method is the most effective and give reasons why.
- Another approach would be to note whether the strengths of one method outweigh the limitations.
- The candidate may identify under which circumstances each method could be used effectively.

Marking guidance

Towards the lower end, expect basic statements to support an opinion such as 'The word cloud is good as it looks attractive'. To gain full AO2 marks, more sophisticated evaluation is required. This could be in the form of making a decision as to which method is best for this particular context or by weighing-up the strengths and limitations of both methods of presentation.

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Award the marks as follows:		
	AO2.1c (2 marks)	**AO3 (4 marks)**
Band	*Demonstrates application of knowledge and understanding to evaluate the strengths and limitations of both data presentation methods.*	*Demonstrates knowledge and understanding of the strengths and limitations of both data presentation methods*
3		**3-4 marks** Clearly identifies strength(s) and/ or limitations of both methods. We would expect to see a total of at least three strengths and/or limitations in this band.
2	**2 marks** A sophisticated evaluation of strengths and limitations. May come to a supported judgement as to which is the most effective.	**2 marks** Identifies some strength(s) and/ or limitations of the methods. May lack balance.
1	**1 mark** Some evaluation of effectiveness is evident.	**1 mark** Will identify a strength or limitations of the methods.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

(b) Outline **two** characteristics of a well-designed questionnaire.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
Award 1 mark for identification of characteristic and up to 1 evaluative point for each.				2	2		**4**

Indicative content

Any aspect of producing or conducting a questionnaire/interview can be credited but the characteristic identified each time should be clearly linked to the success of the questionnaire / questioning approach i.e. the response should show why it could be considered as well-designed as a result of the characteristic identified.

Possible answers include:

- Conducting a pilot study (1) to ensure that the questions are suitable/ accessible and illicit suitable responses (1)
- A questionnaire of appropriate length for the context (1) An overly long questionnaire could lead to unreliable responses as participants 'hurry' through (1)
- A range of question types (1) / A balance between open and closed questions (1) leads to a range of data and allows some in-depth responses (1)
- Questions that are well-directed towards sub-questions and aims of research (1) producing data that can be effectively presented (1) and/or analysed (1)
- Size of sample population (1) a larger sample leads to more reliable results (1)
- Type of sampling (1) contextualised to show how a good sampling strategy results in less biased results (1)
- When to conduct the questionnaire (1) carefully selected time(s) of day give more reliable data (1).

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- Ethical considerations considered (1) to ensure data/participants are protected (1) to ensure questions do not cause offence (1) to ensure questions are impartial (1).

Marking guidance

Accept valid alternative characteristics which show understanding of effective data collection techniques via questionnaire/interviews. Development points must clearly explain why the characteristic constitutes good design in relation to their questionnaire/interview or the wider investigation undertaken.

4. To what extent did the conclusions of your **physical** geography fieldwork investigation reflect your original expectations? Enquiry Question: 5	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	6			3			**9**

Indicative content

The focus of this question is the conclusions of the candidate's investigation. However, candidates must also show understanding/ awareness of the original expectations.

AO1

Conclusions and original expectations that are noted will depend entirely on the study. Responses may include:

- Succession study – as we move inland the candidate may conclude cover of vegetation to increase; height of vegetation to increase; windspeed to decrease; quality of soil to improve; number of species to increase; temperature to increase. sub-hypotheses and link to an overall original expectation such as characteristics of psammosere succession or one linked to human impact on succession
- Coastal study – original expectations may be linked to variations in size and nature of pebbles on a beach to the environmental quality of their chosen area. The title they have written should enable candidates to say whether their conclusions are in line with their original expectations
- Management strategies are also a popular topic. Pupils may conclude whether the strategies were successful or not. They may conclude that the defences are visually unappealing or that they were a waste of money. They may then link this into their original expectations. Original expectations and findings may be linked to the success of these strategies; their visual impact or their cost effectiveness
- Glaciation studies may consider that the direction of striations is linked to the direction of flow of ice; they may conclude that the glacial landforms are evidence that there used to be a glacier there; they may discuss the impacts human activity in that chosen area. They may then make it clear how this aligns with original expectations.

AO2

Marks are awarded for evaluating 'to what extent' the conclusions reflected expectations. Responses may include the following evaluative points:

- The conclusions being fully as expected and then say that this was due to the well-planned data collection methods
- Poor data collection as a reason why the results were not as expected
- How specific challenges e.g. bad weather hampering data collection can also impact the degree to which conclusions are aligned to expectations
- Anomalous data impacting conclusions and alignment with expectations.

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Marking Guidance

Better answers will focus on a small number of clearly defined conclusions and clearly link these to their expectations. Towards the top end of AO2 the discussion of 'To what extent…' will be clear and well supported. The best answers will include supporting evidence to substantiate the link between conclusions and original expectations. Towards the lower end, candidates may make bland statements such as 'this is what we expected'.

Should a candidate answer this question with reference to their human fieldwork then a maximum of 3 marks is possible.

Award the marks as follows:		
	AO1 (6 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of the conclusions and initial expectations of their own fieldwork investigation in physical geography.*	*Applies (AO2.1c) to evaluate 'To what extent' their conclusions matched their expectations in the context of their own fieldwork investigation in physical geography.*
3	**5-6 marks** Detailed and accurate knowledge and understanding of their conclusions clearly linked to their original expectations.	**3 marks** A clear evaluation of 'To what extent' their conclusions matched their original expectations.
2	**3-4 marks** Partial knowledge and understanding of their conclusions with some links to their original expectations	**2 marks** A partial evaluation of 'To what extent' their conclusions matched their original expectations.
1	**1-2 marks** Limited knowledge and understanding of their conclusions with limited links to their original expectations	**1 mark** A basic evaluation of 'To what extent' their conclusions matched their original expectations.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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5. Evaluate the success of **two** data collection methods used in your **human** geography fieldwork investigation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	6			3			**9**

Indicative content

AO1

The best responses will clearly locate the two methods in the context of their own studies. A clear description of the method may aid the answer. Weaker answers will display a lack of clarity and the method itself may not be the most suitable. Weaker answers may also be poorly linked to their own study or lack context. Some popular examples may include:

- Questionnaire to gather information on success of a regeneration scheme
- Collecting data on the location of empty stores in a CBD
- Environmental quality survey of how the environment varies throughout a part of a settlement
- Focus group meeting to gather information
- Pedestrian counts in a CBD
- Historic photographs to study change in a settlement
- Web based secondary data sources such as census data.

This is not an exhaustive list and will depend on the choice of study area.

The question asks only for **two** methods. If a candidate refers to more than two then credit the strongest two discussions only.

AO2

The evaluation should be clearly linked to both methods chosen. Evaluative comments may include:

- Whether a pilot study was carried out.
- The size of the sample or appropriateness of sampling strategy
- Any potential bias there may have been in their data collection e.g. EQS
- Reliability of secondary sources linked to bias
- Reliability of data e.g. whether pedestrian counts in different areas were carried out concurrently.

Marking guidance

Responses at the top end of AO1 will display a confident grasp of their own study. The data collection methods will be clearly noted and supported by evidence gathered from their work. For AO2, they may comment on the strengths and/or weaknesses of those two methods. Towards the lower end, responses will likely name methods but lack context and there will be little if any evaluation. Bland statements such as ‘it was very successful’ are likely.

Whilst looking at both positive and negative aspects of their data collection is desirable, it is not a requirement. The nature of the evaluation will depend on the pupils’ own study.

Should a candidate answer the question on their physical fieldwork then a maximum of 3 marks is possible.

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Award the marks as follows:		
	AO1 (6 marks)	**AO2.1c (3 marks)**
Band	*Demonstrates knowledge and understanding of data collection methods within the context of their fieldwork investigation in human geography.*	*Applies (AO2.1c) to evaluate through evaluation the success of data collection does not methods within the context of their fieldwork investigation in human geography.*
3	**5-6 marks** Detailed and accurate knowledge and understanding of their data collection methods with supporting evidence.	**3 marks** A clear evaluation of the success of data collection methods used.
2	**3-4 marks** Partial knowledge and understanding of their data collection methods with some supporting evidence.	**2 marks** A partial evaluation of the success of data collection methods.
1	**1-2 marks** Limited knowledge and understanding of their data collection methods with little support.	**1 mark** Basic evaluation of the success of data collection methods.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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