GCE AS MARKING SCHEME

SUMMER 2024

AS
GEOGRAPHY - COMPONENT 2
B110U20-1

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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

COMPONENT 2: CHANGING PLACES

SUMMER 2024 MARK SCHEME

Guidance for Examiners

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 component 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 in red ink. Annotations must reflect the mark awarded for the question. 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. This is followed by 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 component. The targeted AO(s) are also indicated, for example AO2.1c.

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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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 Stage 1 – Deciding on the band

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.

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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), the qualities of each mark band will be discussed in detail. 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 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 mark scheme reflects the layout of the examination paper. Mark all questions in Section A, and Section B.

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 suggest ways in which Sheffield City Council are planning to redevelop 'The Heart of the City'. Skills 8.3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					4		**4**

Indicative content

Candidates are expected to be able to ascribe meaning to ideas presented in a range of formats (factual text). From this infograph candidates might provide links between the statements on the resource suggesting the ways in which the area is being redeveloped. This might include:

- appreciating that this is a mixed-use development comprising residential and commercial development.
- recognising that the quality of the environment will be improved through both redevelopment of existing buildings and some new development.
- anticipating that this large-scale development will create a multiplier effect to surrounding areas.

Credit other valid approaches.

Award the marks as follows:		
Band	**Marks**	
2	**3-4**	Simple evaluation of the evidence to ascribe meaning to the resource.
1	**1-2**	Statements lifted from the resource.
	0 marks	Response not creditworthy or not attempted.

1. (a) (ii) Use the data in **Figure 2** to calculate the percentage of employees working in Public services. Show your working. Skills 2.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					2		**2**

Indicative content

100 – 10.71 – 12.42 – 40.83 – 4.94 (1)

= 31.1 (1)

Credit other valid approaches.

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1. (a) (iii) Suggest why rising affluence is considered an important driver of entertainment expansion in some central areas. Content: 2.1.5	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
		5					**5**

Indicative content

Candidates are expected to understand the (demographic and) economic drivers for entertainment expansion in some central areas. Reasons for this include:

- as people have more money, they may have more disposable income to spend on entertainment including meals out, visual and expressive arts, gym membership (thresholds) e.g. The Watershed, Bristol; Virgin Active Gym on The Strand, London.
- as some people (senior managers + administrators; partners in large law / accountancy / PR firms) will earn salaries that enable them to socialise near workplaces (globalisation, interdependence, thresholds) e.g. Kelham Island, Sheffield; Spitalfields, City of London and Albert Dock, Liverpool
- many people work from home, so the opportunity to socialise outside the home is appealing (identity, representation).
  growing influence of home cinema / Netflix etc so urban areas have had to change their entertainment offer in order to encourage entertainment spending in central areas (adaptation, thresholds, globalisation).

Credit other valid points.

Award the marks as follows:		
Band	**Marks**	
3	**4-5**	Detailed grasp of why rising affluence is considered an important driver of entertainment expansion in some central areas.
2	**2-3**	Partial grasp of why rising affluence is considered an important driver of entertainment expansion in some central areas.
1	**1**	Limited grasp of why rising affluence is considered an important driver of entertainment expansion in some central areas.
	0 marks	Response not creditworthy or not attempted.

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1. (b) Examine the consequences of government policies in deindustrialised urban areas. Content: 2.1.4	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	6			4			**10**

Indicative content

The indicative content is not prescriptive, and candidates are not expected to cover all points for full marks.

AO1
Candidates are expected to be familiar with a range of government policies aimed at addressing issues in deindustrialised urban areas. These are likely to include some pre-dating the UK's exit from the European Union as well as some more recent policies created by subsequent governments (e.g. Levelling Up. For example:

- International European Structural and Investment Funds (2014 – 2020); these funds include the European Regional Development Fund (ERDF), the Cohesion Fund (CF) and the European Social Fund (ESF); all of which are now under the umbrella of the 'Growth Programme'.
- priorities of the ERDF in urban areas would include:
  - strengthening research, technological development and innovation (tertiary growth)
  - enhancing information, communication and technology (tertiary and quaternary)
  - promoting social inclusion, and combating poverty and any discrimination.
- priorities of the ESF in urban areas would include:
  - to tackle poverty and social exclusion by increasing employment
  - to invest in skills and improve the diversity of the workforce.
- National funding includes Local Enterprise Partnerships which were established in England in 2011; these were aimed at promoting economic growth and job creation in urban areas.
- Government foreign policy also includes encouraging FDI e.g. Toyota at Burleston, Honda at Swindon.
- Government initiatives such as the Northern Powerhouse are also designed to combat the effects of deindustrialisation in urban areas through the creation of infrastructural projects designed to encourage regional growth.

AO2
AO2 demonstrates application of knowledge and understanding to judge the consequences of government policies; these may be judged in terms of the effectiveness at combatting issues related to deindustrialisation. Relevant responses may include:

- the extent of the success of the policy, for example in overcoming social, economic or environmental decline (adaptation, mitigation, sustainability).
- the extent of the success of the policy, for example in job creation (adaptation, sustainability)
- the extent of the success of the policy, for example in regenerating urban areas e.g. regeneration. of the Lower Don Valley as a retail hub whilst not greatly improving the social environment (inequality).
- the extent of the success of government policies e.g. success experienced in Liverpool and Newcastle, whilst some may consider failure to procure change in e.g. Redcar (adaptation).
- the impacts of the changing political environment (i.e. Brexit and turbulence within British Government's approach to regional development) (adaptation, interdependence, sustainability).
- the extent of the failure of government policies to secure long-term investment: Honda in Swindon now closed.

Marking guidance

Near the lower end there will be limited assessment of the impacts and little questioning of the underlying assumptions contained in the question. Credit other valid points.

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Award the marks as follows:		
	AO1 (6 marks)	**AO2.1c (4 marks)**
Band	*Demonstrates knowledge and understanding of the consequences of government policies in deindustrialised urban areas.*	*Applies knowledge and understanding to examine the consequences of government policies in deindustrialised urban areas.*
3	**5-6 marks** Demonstrates detailed and accurate knowledge and understanding of the consequences of government policies in deindustrialised urban areas through the use of appropriate, accurate and well-developed examples. Demonstrates detailed and accurate knowledge and understanding of the nature of deindustrialised urban areas. Demonstrates detailed and accurate knowledge and understanding of the threats posed by failure of government policies in deindustrialised urban areas.	**3-4 marks** Applies knowledge and understanding to produce a thorough and coherent examination of the impact of government policies in deindustrialised urban areas that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent examination of the extent of the success or failure of government policies in deindustrialised urban areas.
2	**3-4 marks** Demonstrates accurate knowledge and understanding of the consequences of government policies in deindustrialised urban areas through the use of appropriate and well-developed examples. Demonstrates accurate knowledge and understanding of the nature of deindustrialised urban areas. Demonstrates accurate knowledge and understanding of the threats posed by failure of government policies in deindustrialised urban areas.	**2 marks** Applies knowledge and understanding to produce a coherent but partial examination of the impact of government policies in deindustrialised urban areas that is supported by evidence. Applies knowledge and understanding to produce coherent but partial examination of the extent of the success or failure of government policies in deindustrialised urban areas.
1	**1-2 marks** Demonstrates limited knowledge and understanding of the consequences of government policies in deindustrialised urban areas through a limited number of undeveloped examples. Demonstrates limited knowledge and understanding of the nature of deindustrialised urban areas. Demonstrates a limited knowledge and understanding of the threats posed by failure of government policies in deindustrialised urban areas.	**1 mark** Applies knowledge and understanding to produce an examination of the impact of government policies in deindustrialised urban areas that is supported by evidence with limited coherence. Applies knowledge and understanding to produce a limited examination of the extent of the success or failure of government policies in deindustrialised urban areas.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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2. (a) Use **Figure 3** to describe the pattern shown. Skills 3.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					4		**4**

Indicative content

- there is an uneven distribution of risk of job loss across England.
- significant proportion of England affected by job losses of over 6%.
- most significant job losses in large conurbations including London, Birmingham and Sheffield (greater than 7.1%).
- large areas of southwestern England (surrounding Plymouth) and eastern England have experienced less than 5% risk of job loss.

Credit other valid approaches.

Award the marks as follows:		
Band	**Marks**	
2	**3-4**	Clear overview of pattern, meaning is clear.
1	**1-2**	Limited recognition of pattern, incomplete overview
	0 marks	Response not creditworthy or not attempted.

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2. (b) Explain how globalisation has led to a decline in primary employment in rural areas. Content: 2.1.3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5						**5**

Indicative content

Candidates are expected to have studied this in conjunction with the Clark Fisher Model. Answers are expected to include:

- ongoing mechanisation of agriculture using techniques imported from overseas has created efficiencies within agricultural production that have reduced the demand for labour.
- prices of primary commodities (quarrying, mining, drilling, agriculture, forestry and fishing) produced overseas are cheaper than those produced in the UK and this has led to decline in production.
- the CAP included policies such as 'set-aside' which encouraged farmers to take land out of production, thus reducing labour and output, replaced by the UK govt's 'Agricultural Transition Plan' (2020).
- imported food produce from overseas by primarily supermarket chains has led to more exotic tastes with year-round demand which cannot be met by domestic producers e.g. mangos and avocados.

Credit other valid points.

Award the marks as follows		
Band	**Marks**	
3	**4-5**	Detailed understanding of how globalisation has led to a decline in employment in rural areas.
2	**2-3**	Partial understanding of how globalisation has led to a decline in employment in rural areas.
1	**1**	Limited understanding of how globalisation has led to a decline in employment in rural areas.
	0 marks	Response not creditworthy or not attempted.

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2. (c) Assess the challenges associated with counter-urbanisation and second home ownership in rural communities. Content: 2.1.7	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	6			4			**10**

Indicative content

The indicative content is not prescriptive, and candidates are not expected to cover all points for full marks.

AO1
Candidates are expected to be familiar with a range of challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership. Managing change may involve a range of stakeholders including individuals, local groups and government (at all levels) These are likely to include:

- the impacts on lower-income local buyers.
- the impacts of second home ownership by high-income out-of-area buyers for investment as holiday properties or personal use.
- higher rates of owner-occupation in rural areas, thus suppressing the private rental market (for local residents).
- changes in the socio-economic characteristics – local residents may work in primary and caring occupations on relatively low wages; increasing qualification requirements in all sectors may lead to greater chance of unemployment or lack of career progression; people may experience in-work poverty.
- mobility deprivation – absence of regular bus / train services resulting from loss of demand due to loss of profitability as homes not occupied all year; in addition to lack of driving licences held by elderly people; not an issue for incomers who are typically from high socio-economic background so have high levels of personal mobility through car ownership.
- digital exclusion – in some areas, broadband provision remains patchy, and this can impact opportunities for home-based working and leisure; more recently, counter-urbanisation increases demand for digital services given the socio-economic status of the incomers.
- poverty – some people are socially excluded as they are unable to share in the lifestyle of the majority of residents due to lack of disposable income.
- service provision (transport, health and other public services).
- policies aimed at limiting numbers of second homes.

AO2
AO2 demonstrates knowledge and understanding to judge the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership; these may be judged in terms of the scale of impact of the challenge(s). Relevant responses may include assessment of:

- the challenges of managing change in different areas experiencing significant rates of counter-urbanisation may be impacted in different ways: these may be positive and negative impacts e.g. The Peak District parishes within 5 miles of Sheffield / Manchester might face different challenges compared with those in the Chilterns / South Downs which are 30+ miles from London (adaptation, mitigation, sustainability).
- the challenges of managing change in areas where rates of second home ownership can vary across small regions of Cornwall and Cumbria (on average, approx. 8% in Cornwall whilst some Cornish parishes have 40%; Cumbria average 15% with some Lake District parishes recording rates of 35%) (adaptation, mitigation, sustainability).
- the challenges of managing positive / negative changes e.g. positive economic multiplier from young families relocating and using services in local villages; meanwhile some villages become 'dormitory' settlements as majority of residents are at work during the week e.g. Hathersage, Ditchling, Castle Carey, Brightwell-cum-Sotwell (adaptation, mitigation, sustainability).

Marking guidance

Near the lower end there will be limited assessment of the impacts and little questioning of the underlying assumptions contained in the question. Credit other valid points.

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Award the marks as follows:		
	AO1 (6 marks)	**AO2.1c (4 marks)**
Band	*Demonstrates knowledge and understanding of the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership.*	*Applies knowledge and understanding to assess the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership.*
3	**5-6 marks** Demonstrates detailed and accurate knowledge and understanding of the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership through the use of appropriate, accurate and well-developed examples. Demonstrates detailed and accurate knowledge and understanding of the character of some rural communities associated with counter-urbanisation and second home ownership. Demonstrates detailed and accurate knowledge and understanding of the threats posed to some rural communities from counter-urbanisation and second home ownership.	**3-4 marks** Applies knowledge and understanding to produce a thorough and coherent assessment of the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership that is supported by evidence.
2	**3-4 marks** Demonstrates accurate knowledge and understanding of the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership through the use of appropriate examples. Demonstrates accurate knowledge and understanding of the character of some rural communities associated with counter-urbanisation and second home ownership. Demonstrates accurate knowledge and understanding of the threats from counter-urbanisation and second home ownership.	**2 marks** Applies knowledge and understanding to produce a coherent but partial assessment of the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership that is supported by some evidence.
1	**1-2 marks** Demonstrates limited knowledge and understanding of the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership through a limited number of undeveloped examples. Demonstrates limited knowledge and understanding of the character of some rural communities associated with counter-urbanisation and second home ownership. Demonstrates a limited knowledge and understanding of the threats from counter-urbanisation and second home ownership.	**1 mark** Applies knowledge and understanding to produce a limited but partial assessment of the challenges of managing change in some rural communities associated with counter-urbanisation and second home ownership that is supported by limited evidence.
	0 marks Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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Section B: Fieldwork in Physical and Human Geography

3. (a) (i) Calculate the missing values for the 'GP appointments' category and insert them into **Figure 5** giving your answers to two decimal places where appropriate. Skills: 2.12	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					3		**3**

See completed table below:

	observed	expected	(o-e)	$(o-e)^2$	$(o-e)^2/e$
Hospital visits relating to a significant illness	3	9	-6	36	4
'Alternative' healthcare providers	6	9	-3	9	1
GP appointments	16	9	7	49	5.44
Routine appointments	11	9	2	4	0.44
Total	36	36	n/a	n/a	10.88

Correct value for (o-e) (1)
Correct value for $(o-e)^2$ (1)
Correct calculation of $(o-e)^2/e$ (1)

3. (a)(ii) Use **Figure 6** to interpret the result of the Chi-square test. Skills: 2.12	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					2		**2**

Indicative content

With 4 categories of data, there are (n-1) = 3 degrees of freedom. As the answer is greater than 7.82 (1), there is 95% certainty that the result could not have been obtained by chance (1).

Credit other valid points.

3. (a)(iii) Explain why you would **either** accept **or** reject the null hypothesis. Skills: 2.12	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					2		**2**

Indicative content

Candidates are expected to recognise that at the outset use of statistical techniques require the establishment of a hypothesis and null hypothesis. Once the statistical significance has been established (1) – in this case at 95% - the null hypothesis should be rejected, and the hypothesis accepted (1).

Credit other valid points.

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3. (a)(iv) Identify an appropriate technique to display the observed data shown in **Figure 5**. Skills: 3.6 and 3.7	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					1		**1**

Indicative content

It is expected that candidates will suggest a pie chart (1)
Some may suggest a compound bar graph (1) or a bar graph (1). These are valid responses.

Credit other valid suggestions.

3. (a)(v) Justify your choice of graphical technique in **3**.(a)(iv). Skills: 3.7	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
					2		**2**

Indicative content

Pie charts are appropriate when trying to compare parts of a whole. As the data provides the total number of responses to the question, the pie chart will illustrate the relative proportion of household uptake of healthcare services in each category.

Bar graphs would be appropriate for displaying the total number of observed responses in each category. Although the total number of responses would not be displayed the proportion of responses in each category in relation to each other would be easily discernible.

Marking guidance

Some candidates may take a different approach and justify e.g. why a bar graph would not be appropriate. This would also be a valid approach.

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3. (b) Suggest what impact this sampling strategy might have on the questionnaire results. Enquiry Process Stage 2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
			5				**5**

Indicative content

The specification indicates that candidates are expected to be aware of sampling approaches used to collect data in the field. Sampling provides a selection of data that is collected from the entire *population* of things or people you could potentially survey.

The sampling strategy suggested by the scenario is stratified as students are only including two groups of respondents in their investigation. Candidates may suggest that this is opportunistic sampling because these were the people 'conveniently assembled at the time and place' the questionnaire was being carried out.

Candidates are expected to recognise the need to ensure that students do not introduce bias into their results by either over-sampling one age group or missing another entirely.

Credit other valid approaches.

Award the marks as follows:		
Band	**Marks**	
3	**4-5**	Clear recognition of the importance of a sampling strategy that ensures absence of bias in the results / conclusions. Confident and accurate response.
2	**2-3**	Some recognition of the importance of a sampling strategy that ensures absence of bias in the results / conclusions. There may be some vagueness regarding different sampling strategies in the response.
1	**1**	Limited recognition of the importance of a sampling strategy that ensures absence of bias in the results / conclusions. May confuse sampling strategies or offer a partial answer.
	0 marks	Response not creditworthy or not attempted.

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3. (c) Outline the advantages and disadvantages of qualitative data collection methods. Enquiry Process Stage 2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
	5						**5**

Indicative content

The specification indicates that candidates are expected to be aware of the two types of data as used in their fieldwork: quantitative data (numbers, sizes, frequencies) and qualitative data which records subjective qualities (attitudes, opinions, beliefs). This question examines candidates' knowledge and understanding of qualitative data.

Advantages:
- rich, in-depth detail is possible (e.g. participants can elaborate on what they mean).
- perceptions of participants themselves can be considered (the human factor).
- appropriate for situations in which detailed understanding is required.
- responses can be seen in their proper context.

Disadvantages:
- not always generalizable due to small sample sizes.
- subjective and therefore risk of bias.
- conclusions need to be carefully worded.
- accusations of unreliability are common.

Marking guidance

Candidates are expected to refer to advantages and disadvantages of qualitative data in their answers, however they may **imply** advantages of quantitative data in order to demonstrate disadvantages of qualitative data (or vice versa).

Credit other valid approaches.

Award the marks as follows:		
Band	**Marks**	
3	**4-5**	Clear grasp of the advantages and disadvantages of qualitative data. Confident and accurate response with balance between advantages and disadvantages.
2	**2-3**	Generally convincing grasp of the advantages and disadvantages of qualitative data. There may be imbalance in their responses.
1	**1**	Limited grasp of the advantages and disadvantages qualitative data. May confuse types of data or offer a partial answer.
	0 marks	Response not creditworthy or not attempted.

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4. With reference to your fieldwork investigation in **physical** geography, assess how useful your investigation was to your understanding of the geographical idea on which it was based. Enquiry Process Stage 6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
				5	5		**10**

Indicative content

The specification requires candidates to 'critically reflect on every stage of the whole investigation in order to appreciate the strengths and limitations of the primary and secondary data, links to original question; note strengths and limitations (accuracy, validity and reliability) and anomalies and / or errors or misuse of data; evaluate the methodology including, if relevant, sampling techniques; suggest improvements for further research'.

AO3: Candidates can therefore interpret 'usefulness' in a range of ways, including reference to the results, conclusions drawn, the underpinning theory and the choice of the location, all of which can be related to the candidate's own perspective with regard to their own personal physical geography development and understanding.

AO2: The assessment may be positive or negative or balanced. Reference to the usefulness of the learning process involved in developing skills or interpreting data is also relevant.

Marking guidance

There is likely to be a focus on the usefulness of the investigation as a whole and this will be linked to the aim.

- the usefulness can be evaluated in a number of ways, including reference to the analysis and interpretation of results, the conclusions and / or the underpinning theory.

If no direct reference is made to a specific physical geography investigation that candidates have completed, answers should not be credited higher than Band 1 in AO2.

Near the lower end, answers will offer limited assessment of how useful their investigation was to their understanding of the geographical idea on which it was based.

Credit any other valid points

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Award the marks as follows:		
	AO3 (5 marks)	**AO2.1c (5 marks)**
Band	*Demonstrates the ability to reflect upon the usefulness of the investigation in helping to understand the geographical idea on which the physical geography fieldwork activity was based.*	*Applies knowledge and understanding through an evaluation of the extent to which the fieldwork investigation in physical geography has been useful (or not).*
3	**4-5 marks** Detailed evidence of reflection on part(s) of the enquiry process relating to the geographical idea on which the physical geography fieldwork was based. Candidate provides a detailed evaluation of the extent to which the physical geography fieldwork was useful.	**4-5 marks** Applies knowledge and understanding from their own physical geography fieldwork to produce a thorough and coherent evaluation of the usefulness of the study in helping them to understand the geographical idea on which the physical geography fieldwork was based.
2	**2-3 marks** Clear description of reflection on part(s) of the enquiry process relating to the geographical idea on which the physical geography fieldwork was based. Candidate begins to evaluate of the extent to which the physical geography fieldwork was useful.	**2-3 marks** Applies knowledge and understanding from their own physical geography fieldwork to produce a coherent but partial evaluation of the usefulness of the study in helping them to understand the geographical idea on which the physical geography fieldwork was based.
1	**1 mark** Partial description of reflection on part(s) of the enquiry process relating to the geographical idea on which the physical geography fieldwork was based. Candidate provides a limited evaluation of the extent to which the physical geography fieldwork was useful.	**1mark** Applies knowledge and understanding from their own physical geography fieldwork to produce a limited evaluation of the usefulness of the study in helping them to understand the geographical idea on which the physical geography fieldwork was based.
0	**0 marks** Response not creditworthy or not attempted.	**0 marks** Response not creditworthy or not attempted.

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5. With reference to your fieldwork investigation in **human** geography, evaluate the method(s) used to analyse your data. Enquiry Process Stage 4	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		**Total**
				5	5		**10**

Indicative content

The specification requires candidates to **i**nterrogate (interpret and analyse) data / information from field (primary) data, and, as relevant, secondary data / information; describe patterns, trends, relationships; apply knowledge and understanding of geographical knowledge, concepts and processes and theory to specific evidence collected to understand field observations.

AO3
Candidates should give reference to their chosen data analysis technique(s); they may refer to one or more techniques. It is likely that students will have used arithmetic and statistical techniques for data analysis. Those listed on the specification are:

- percentages
- fractions, proportions and ratios
- measures of central tendency: mean, median, mode
- measures of dispersion: range, inter-quartile range
- measures of correlation: scatterplot with line of best fit, Spearman Rank
- inferential statistics: Chi-square.

Some students may have undertaken qualitative data analysis: describing patterns, trends and relationships.

- analysis of images e.g. photographs taken at different times
- textual analysis
- coding of qualitative material e.g. interviews.

AO2
Candidates should offer full evaluation of the technique(s) used. As well as offering strengths and weaknesses, candidates may also begin to justify their choice of technique, and this would be creditworthy. According to the 'Command Word Glossary', a full justification involves the candidate 'going beyond knowledge and understanding to explain why the choice given is better than other possible options. Candidates may refer to one or more techniques.

Marking guidance

If no direct reference is made to a specific human geography investigation that candidates have completed, answers should not be credited higher than band 1 in AO2. Near the lower end, answers will offer limited evaluation of the chosen methods.

Credit any other valid points.

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Award the marks as follows:		
	AO3 (4 marks)	**AO2.1c (6 marks)**
Band	*Demonstrates knowledge and understanding of the use of data analysis techniques.*	*Applies (AO2.1c) to evaluate the choice of data analysis techniques.*
3	**3-4 marks** Accurate detail relating to appropriately selected qualitative or quantitative analysis technique(s) that could be used to analyse the data collected in the human geography fieldwork.	**5-6 marks** Applies knowledge and understanding to produce a thorough and coherent evaluation of the technique(s), supported by evidence from the human geography fieldwork. Applies knowledge and understanding to produce a thorough and coherent evaluation of the selection of the qualitative or quantitative technique(s), which shows consideration of the advantages of the technique(s).
2	**2 marks** Partial detail relating to appropriately selected qualitative or quantitative analysis technique(s) that could be used to analyse the data collected in the human geography fieldwork.	**3-4 marks** Applies knowledge and understanding to produce a coherent but partial evaluation, supported by some evidence from the human geography fieldwork. Applies knowledge and understanding to produce a coherent but partial evaluation of the selection of qualitative or quantitative technique(s), which shows consideration of the advantages of the technique.
1	**1 mark** Limited detail relating to selected qualitative or quantitative analysis technique(s) that could be used to analyse the data collected in the human geography fieldwork.	**1-2 marks** Applies knowledge and understanding to produce a evaluation with limited coherence and support from some evidence from the human geography fieldwork. Limited application of knowledge and understanding to evaluate the selection of technique(s).
0	**0 marks** Response not creditworthy or not attempted	**0 marks** Response not creditworthy or not attempted

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