

CONFERENCE VERSION



GCE AS MARKING SCHEME

AUTUMN 2020

**AS (NEW)
GEOGRAPHY - COMPONENT 2
B110U20-1**

INTRODUCTION

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE AS GEOGRAPHY
AUTUMN 2020 MARK SCHEME
COMPONENT 2: CHANGING PLACES

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.

Assessment Objective	Strands	Elements
<p style="text-align: center;">AO1</p> 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.
<p style="text-align: center;">AO2</p> 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
<p style="text-align: center;">AO3</p> Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> • 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.

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.

Section A: Changing Places

1. (a) (i) Assess the usefulness of Figure 1 to represent London to different groups of people. Content: 2.1.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award up to 2 marks for the development of any of the following points up to a maximum of 3 marks					3		3
<p>Indicative content</p> <p>The map gives a realistic representation of London with the river being prominent so is useful for identifying locations (1).</p> <p>For those interested in experiencing foods associated with London's different ethnic groups, this map will provide a suggestion of places to visit and what food to eat (1).</p> <p>In central London, there are the images of landmark buildings so tourists can use this map (1).</p> <p>It is not useful for navigation around London (1).</p> <p>Credit other valid points.</p>							

(ii) Use Figure 1 to suggest why people's attachments to a place may vary. Content: 2.1.2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award 1 mark for any of the following, up to a maximum of 3 marks		3					3
<p>Indicative content</p> <p>People's attachment to a place may differ due to age, gender, ethnicity amongst other factors and therefore attachments vary as a result of these identities, as well as perspectives and experiences (1)</p> <p>Place identity: places with a strong identity due to the food associated with the ethnic community (1) such as Italian community in south east London or the vegetarian Indian community in north west London, for example, may encourage more engagement and a greater attachment to a place (1)</p> <p>Credit other valid points.</p> <p>Marking guidance</p> <p>Must make reference to Figure 1 to secure full marks.</p>							

(b) Assess the impact of gentrification in central urban places experiencing re-urbanisation.							
Content: 2.1.5	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 the points for full marks.

AO1

AO1 content encompasses knowledge and understanding of gentrification in central urban places experiencing re-urbanisation, including:

- The process of gentrification allows preservations of the original architectural landscape of the area (identity)
- The incomers driving gentrification add value to the existing housing stock (feedback)
- Gentrification is likely to alter the area's demographics: decline in racial minorities; decrease in household size; age profile of residents becomes younger (inequality)
- Those inhabiting gentrified properties are likely to be wealthier than the displaced population (inequality)
- The lifestyles of the incoming residents may lead to increased spending in local services which acts as a positive multiplier effect (feedback)
- The process of gentrification acts as a catalyst for either further gentrification or new developments in the vicinity (identity)
- The process of gentrification acts as a catalyst for political change
- Gentrification leads to increased demand for housing so less vacant property and consequently increases in the local economy (feedback)
- Enhanced taxation as a result of increases in local spending may lead to infrastructural improvements by local government (feedback)
- Gentrification may facilitate emergence of artist / music hubs or other specialist hubs (identity, representation) specialist hubs, e.g. The Jewellery Quarter in Birmingham, Camden & Brick Lane in London, Harbourside and Watershed in Bristol, these can vary in scale e.g. digital hub in Hathersage, Peak District.

AO2

Candidates demonstrate application of knowledge and understanding through an assessment of the role of gentrification which will have benefits for some and disadvantages for others both socially and economically

- Use of case studies to identify areas where gentrification has occurred with positive / negative consequences
- Advantages / disadvantages will vary according to location (place and scale)
- Discussion of the role of stakeholders in the gentrification process, recognition that there are winners and losers in the process (adaptation)
- Advantages / disadvantages may vary according to time and scale as recent gentrification will be less well-established and therefore multiplier effect will be less far-reaching than in areas where gentrification is more established and thus more sustainable.
- Advantages / disadvantages can vary because some changes will cause thresholds to be crossed which will benefit certain groups but not others.

Credit other valid points not contained in the indicative content.

Award the marks as follows:		
	AO1 (6 marks)	AO2.1c (4 marks)
Band	<i>Demonstrates knowledge and understanding of the impacts of gentrification in central urban places experiencing re-urbanisation.</i>	<i>Applies knowledge and understanding to appraise / judge the impacts of gentrification in central urban places experiencing re-urbanisation.</i>
3	<p>5-6 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the impacts of gentrification in central urban places experiencing re-urbanisation.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the threats posed to the success /failure of gentrification in central urban places experiencing re-urbanisation.</p> <p>Well annotated sketches / diagrams / maps may be used and should be credited.</p>	<p>3-4 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent assessment that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a thorough and coherent assessment of the advantages and disadvantages of the gentrification process in central urban places experiencing re-urbanisation.</p> <p>Applies knowledge and understanding to produce a thorough and coherent assessment of the extent to which the gentrification process poses threats to central urban areas.</p>
2	<p>3-4 marks</p> <p>Demonstrates accurate knowledge and understanding through the use of appropriate and well-developed examples.</p> <p>Demonstrates accurate knowledge and understanding of the impacts of gentrification in central urban places experiencing re-urbanisation.</p> <p>Demonstrates accurate knowledge and understanding of the success / failure of gentrification in central urban places experiencing re-urbanisation.</p> <p>Sketches / diagrams / maps may be used and should be credited.</p>	<p>2 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment that is supported by evidence.</p> <p>Applies knowledge and understanding to produce coherent but partial assessment of the advantages and disadvantages of the gentrification process in central urban places experiencing re-urbanisation.</p> <p>Applies knowledge and understanding to produce a coherent but partial assessment of the extent to which the gentrification process poses threats to central urban areas.</p>
1	<p>1-2 marks</p> <p>Demonstrates limited knowledge and understanding through a limited number of undeveloped examples.</p> <p>Demonstrates limited knowledge and understanding of the impacts of gentrification in central urban places experiencing re-urbanisation.</p> <p>Demonstrates a limited knowledge and understanding of the success / failure of gentrification in central urban places experiencing re-urbanisation.</p> <p>Basic sketches / diagrams / maps may be used and should be credited.</p>	<p>1 mark</p> <p>Applies knowledge and understanding to produce an assessment with limited coherence and support from some evidence.</p> <p>Applies knowledge and understanding to produce a limited assessment of the advantages and disadvantages of the gentrification process in central urban places experiencing re-urbanisation.</p> <p>Limited application of knowledge and understanding to produce a limited evaluation of the extent to which the gentrification process poses threats to central urban areas.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

2. (a) (i) Use Figure 2 to describe the regional distribution of employment.							
Skills: 3.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award up to 2 marks for the development of any of the following points up to a maximum of 4 marks					4		4
<p>Indicative content</p> <ul style="list-style-type: none"> Proportion of employment in the steel industry is most dominant in Yorkshire and the Humber (30%) and Wales (23%) accounting for more than 50% of employment in the steel industry nationwide. There is a similar amount of employment in the steel industry in Scotland and the East Midlands (3%) There is little employment in the steel industry in the south of England (SW, SE, E and London totalling approx. 8%) <p>Reserve up to one mark for the accurate use of data.</p> <p>For a candidate who lists data with no description of regional distribution, award maximum one mark.</p> <p>Credit other valid points.</p>							

(ii) Explain why a Lorenz Curve would be a suitable alternative graphical technique to display the data used in Figure 2 .							
Skills 3.11	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award 1 mark for any of the following, up to a maximum of 3 marks					3		3
<p>Indicative content</p> <p>The Lorenz Curve is a graphical method used to display the concentration of activities within an area (1 mark) (e.g. the degree of industrial specialization within an urban area) (1 mark). This technique is particularly useful as it provides a good visual comparison of any observed differences (1 mark).</p> <p>The further away the Lorenz Curve is from the "line of perfect equality" (diagonal), the more diverse is the sample and the more unevenly the values are spread out. (1 mark). This is very useful to estimate how employment in the steel industry is distributed in the UK (1 mark): if an industry's Lorenz Curve is distant from the line of perfect equality, it means a small % of the population employment in the steel industry and that the industry's employment distribution is uneven (1 mark).</p> <p>Credit other valid approaches.</p> <p>Marking guidance</p> <p>A developed point may be awarded two marks.</p>							

(b) Outline the role of government in influencing economic restructuring of place. Content: 2.1.3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3			Total
	5							5
<p>Indicative content</p> <ul style="list-style-type: none"> Government at a range of scales are expected to facilitate economic restructuring National governments are responsible for creating policies to support national markets (tariffs and quotas) for e.g. steel Local governments are expected to meet social and economic overheads necessary for restructuring i.e. railways, roads and ports, telecommunications infrastructure, energy and education some of which is in conjunction with national governments and quangos e.g. Highways England and Network Rail. Governments at national and local level are expected to encourage inward investment from a range of stakeholders i.e. MNCs / FDI; locally owned businesses & start-ups; national chains Local governments are responsible for planning decisions and thus create / remove 'space' for economic restructuring Academic organisations may tailor educational provision to support economic restructuring e.g. Studio Schools (designed to give students practical skills in workplace environments e.g. Liverpool, Chester, Goole) or UTCs (Sheffield, Aston, Cambridge) as facilitated by the DfE's Free Schools and Academies legislation Trans-national governments (e.g. EU) also have significant influence through funding mechanisms e.g. the European Regional Development Fund. <p>Credit other valid points.</p>								

Award the marks as follows:		
Band	Marks	
3	4-5	Explicit suggestions, recognising different scales of government and areas of influence, appropriate exemplification to support.
2	2-3	Valid suggestion of government strategy with simple exemplification.
1	1	Simple suggestions – government 'all powerful'.
	0 marks	Response not creditworthy or not attempted.

(c) Discuss the consequences of rebranding in one or more rural places.							
Content: 2.1.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	6			6			12

Indicative content

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

AO1

AO1 content encompasses knowledge and understanding of consequences of rebranding in **one or more** rural places, including that:

- Rebranding may take place through recreation, heritage, media and event management (stakeholders) e.g. adventure tourism in the Lake District; the Eden Project; the use of rural landscapes in TV programmes such as Peak District & Chatsworth; Glastonbury festival
- The consequences may be positive or negative – they may also be recognised as being positive for some stakeholders, but negative for others (adaptation)
- Candidates are expected to be familiar with the consequences of rebranding on people's perceptions, actions and behaviours (interdependence / identity)
- Perceptions: places may be seen as attractive / unattractive for living, working or for leisure / tourism (representation) this will have an impact on property prices and other services
- Actions: there may be a positive or negative multiplier effect; there may be an impact on population structure (rebalancing or leading to rural depopulation) (interdependence)
- Behaviours: these may encourage or discourage people from staying / relocating; in areas where rebranding has been absent or has failed, there may be behaviours associated with deprivation, including increased crime and poor health; the opposite may be true in areas experiencing successful rebranding (inequality).

AO2

Candidates demonstrate application of knowledge and understanding through an examination of the consequences of rebranding in **one or more** rural places

- Use of case studies to identify areas where rebranding has occurred with positive / negative consequences
- Advantages / disadvantages will vary according to location (place and scale)
- Discussion of the role of perceptions, actions and behaviours in the rebranding process, recognition that there are winners and losers in the process (adaptation)
- Advantages / disadvantages may vary according to time and scale as recent rebranding will be less well-established and therefore multiplier effect will be less far-reaching than in areas where rebranding is more established and thus more sustainable
- Advantages / disadvantages can vary because some changes will cause thresholds to be crossed which will benefit certain groups but not others.

Credit any other valid points.

Award the marks as follows:		
	AO1 (6 marks)	AO2.1c (6 marks)
Band	<i>Demonstrates knowledge and understanding of the consequences of rebranding in one or more rural places.</i>	<i>Applies knowledge and understanding to discuss the consequences of rebranding in one or more rural places.</i>
3	<p>5-6 marks</p> <p>Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the positive consequences of rebranding in one or more rural places.</p> <p>Demonstrates detailed and accurate knowledge and understanding of the negative consequences of rebranding in one or more rural places.</p> <p>Well annotated sketches / diagrams / maps may be used and should be credited.</p>	<p>5-6 marks</p> <p>Applies knowledge and understanding to produce a thorough and coherent evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding to produce a thorough and coherent discussion of the positive consequences of rebranding in one or more rural places.</p> <p>Applies knowledge and understanding to produce a thorough and coherent discussion of the negative consequences of rebranding in one or more rural places.</p>
2	<p>3-4 marks</p> <p>Demonstrates accurate knowledge and understanding through the use of appropriate and well-developed examples.</p> <p>Demonstrates accurate knowledge and understanding of the positive consequences of rebranding in one or more rural places.</p> <p>Demonstrates accurate knowledge and understanding of the negative consequences of rebranding in one or more rural places.</p> <p>Sketches / diagrams / maps may be used and should be credited.</p>	<p>3-4 marks</p> <p>Applies knowledge and understanding to produce a coherent but partial evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding to produce coherent but partial discussion of the positive consequences of rebranding in one or more rural places.</p> <p>Applies knowledge and understanding to produce coherent but partial discussion of the negative consequences of rebranding in one or more rural places.</p>
1	<p>1-2 marks</p> <p>Demonstrates limited knowledge and understanding through a limited number of undeveloped examples.</p> <p>Demonstrates limited knowledge and understanding of the positive consequences of rebranding in one or more rural places.</p> <p>Demonstrates a limited knowledge and understanding of the negative consequences of rebranding in one or more rural places.</p> <p>Basic sketches / diagrams / maps may be used and should be credited.</p>	<p>1-2 marks</p> <p>Applies knowledge and understanding to produce an evaluation with limited coherence and support from some evidence.</p> <p>Applies knowledge and understanding to produce a limited discussion of the positive consequences of rebranding in one or more rural places.</p> <p>Limited application of knowledge and understanding to produce a limited discussion of the negative consequences of rebranding in one or more rural places.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Section B: Fieldwork in Physical and Human Geography

3. (a) Explain why random sampling is inappropriate for selecting a location for this fieldwork.								
Enquiry process stage 2		AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
		5						5
Indicative content								
<p>Random sampling would not be appropriate because of potential / likelihood for the selected ward not to contain characteristics of deprivation that could be studied by an A level Geography student.</p> <p>Stratified sampling is the most appropriate technique because this would be the result of the preparation undertaken in order to investigate a geographical question in the field. Stratified sampling is used where there are small areas within a larger study location which are clearly different i.e. different levels of deprivation across a city.</p> <p>Systematic sampling involves samples being taken at fixed intervals (usually along a line) which could results in either over-emphasis or under-emphasis deprived areas and thus distorting the study.</p> <p>Credit other valid points.</p>								
Award the marks as follows:								
Band	Marks							
3	4-5	Accurate knowledge and understanding of different sampling strategies.						
2	2-3	Partial knowledge and understanding of different sampling strategies.						
1	1	Limited knowledge and understanding of different sampling strategies.						
	0	Response not creditworthy or not attempted.						

(b) (i) Suggest two more pairs of bipolar statements that could be used to investigate housing quality. Insert the statements into Figure 3 .							
Enquiry process stage 2 Appendix A Geographical Skills 3.6	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
					2		2
<p>Indicative content</p> <p>Award one mark for each pair.</p> <p>Credit statements that are bipolar i.e. opposites. The positive statement must be on the right.</p> <p>Credit statements that refer to housing only.</p> <p>Badly designed / unattractive ⇔ Well designed / attractive</p> <p>Poorly maintained ⇔ Well maintained</p> <p>Credit other valid pairs.</p>							

(ii) Suggest why the students did not include 0 (zero) as a potential score in the bipolar survey.							
Enquiry process stage 2 Appendix A Geographical Skills 2.1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Award up to 2 marks for the development of any of the following points up to a maximum of 3 marks					3		3
<p>Indicative content</p> <p>The student wished to avoid a resulting score of zero, as this would render this part of the investigation meaningless (1).</p> <p>The student recognised that enforcing a positive or negative score was forcing a favourable or unfavourable impression of the housing quality (1+1).</p> <p>The student realised that a score of zero would make drawing a conclusion to the study very difficult (1).</p> <p>Credit other valid points.</p>							

(c) (i) Calculate the total number of houses owned by Glasgow Housing Association. Show your working.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Appendix A Geographical Skills 2.3					2		2
Indicative content							
$14,132 - 4,736 - 3,336 - 4200 = 1,860$ 1 mark fully correct method (as above) or $4,736 + 3,336 + 4200 = 12,272$ $14,132 - 12,272 = 1860$ 1 mark for correct answer.							

(ii) What percentage of the houses are owner occupied? Give your answer to 1 decimal place. Show your working.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Appendix A Geographical Skills 2.3					3		3
Indicative content							
$4736 / 14132 \times 100 = 33.5\%$ Award one mark for the correct substitution, a further mark for the correct calculation and one for answer to one decimal place.							

4. Discuss the effectiveness of two data presentation techniques you used in your physical geography investigation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Enquiry process stage 3				5	5		10
<p>Indicative content</p> <p>Any methods of data presentation will be acceptable, as long as they are related to the candidate's physical geography fieldwork investigation. The most common usage is likely to be graphical, although cartographical may also feature. Statistical skills would also be acceptable, if used in a presentational format. The focus should be on the method of presentation and evaluation of its effectiveness in showing the data collected. An approach discussing strengths and weaknesses is acceptable where evaluation is present.</p> <p>The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.</p> <p>AO3 AO3 content encompasses knowledge and understanding of data presentation techniques appropriate to the stated physical geography investigation. These may include:</p> <ul style="list-style-type: none"> • Graphical techniques • Cartographical techniques • Annotated photographs • Field sketches • Tables. <p>AO2 Candidates demonstrate knowledge and understanding to evaluate the effectiveness of the chosen data presentation techniques in the stated physical geography investigation. Relevant responses may include:</p> <ul style="list-style-type: none"> • Reasons for using each technique • The strengths of the chosen techniques (appropriateness, effectiveness, use as analytical tool) • The limitations of the chosen techniques (appropriateness, effectiveness, use as analytical tool) • Possible improvements that could have been made • Possible alternative techniques that would have presented the data more clearly. <p>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.</p> <p>Near the lower end, answers will offer limited evaluation of the chosen methods.</p> <p>Credit other valid points.</p>							

Award the marks as follows:		
	AO3.1 (5 marks)	AO2.1c (5 marks)
Band	<i>Evaluates the use of data presentation techniques in the physical geography fieldwork investigation.</i>	<i>Applies (AO2.1c) knowledge and understanding to appraise / judge through evaluating the chosen data presentation techniques.</i>
3	<p>4-5 marks</p> <p>Demonstrates evidence that data presentation techniques were used appropriately and effectively to investigate geographical questions and issues.</p> <p>Demonstrates through evaluation of the experience, the advantages and disadvantages of data presentation techniques together with an awareness of alternative techniques supported by appropriate evidence from their physical geography investigation.</p>	<p>4-5 marks</p> <p>Applies knowledge and understanding from their physical geography fieldwork investigation to produce a thorough and coherent evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding from their physical geography fieldwork investigation to produce a thorough and coherent evaluation to judge the extent to which the data presentation techniques were appropriate and effective.</p> <p>Applies knowledge and understanding from their physical geography fieldwork investigation to produce a thorough and coherent evaluation to judge the extent to which the data presentation techniques allowed valid conclusions to be reached.</p>
2	<p>2-3 marks</p> <p>Demonstrates partial evidence that data presentation techniques were used appropriately and effectively to investigate geographical questions and issues, may concentrate more fully on one technique than the other.</p> <p>Demonstrates partial evaluation of the data presentation, the practical advantages of data presentation techniques partially supported by mostly appropriate evidence from their physical geography investigation.</p>	<p>2-3 marks</p> <p>Applies knowledge and understanding from their physical geography own fieldwork investigation to produce a coherent but partial evaluation that is supported by some evidence.</p> <p>Applies knowledge and understanding from their physical geography fieldwork investigation to produce a coherent but partial evaluation to judge the extent to which the data presentation techniques were appropriate and effective, one of which may be dealt with in more detail than the other.</p> <p>Applies knowledge and understanding from their physical geography fieldwork investigation to produce a coherent but partial evaluation to judge the extent to which the data presentation techniques allowed valid conclusions to be reached.</p>
1	<p>1 mark</p> <p>Demonstrates limited evidence that data presentation techniques were suitable and were used appropriately and effectively to investigate geographical questions and issues.</p> <p>Demonstrates limited evaluation of the experience and the practical advantages of data presentation techniques.</p> <p>Lack of supporting evidence from their physical geography investigation.</p>	<p>1 mark</p> <p>Applies knowledge and understanding from their physical geography fieldwork investigation to produce an evaluation with limited coherence and support from some evidence.</p> <p>Limited application of knowledge and understanding from their physical geography fieldwork investigation to judge the extent to which the data presentation techniques were appropriate and effective.</p> <p>Limited application of knowledge and understanding from their physical geography fieldwork investigation to judge the extent to which the data presentation techniques allowed valid conclusions to be reached.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

5. To what extent did your conclusions support the geographical questions or theory on which your human geography investigation was based?							
Enquiry Question: 5	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
				5	5		10

Indicative Content

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO2

Candidates demonstrate knowledge and understanding to evaluate the extent to which the conclusions of their fieldwork investigation in human geography confirms or questions their original expectations. Relevant responses may include:

- The extent to which the conclusions confirm or question accepted theories
- An awareness of the possible reasons why their conclusions differed from expectations.

AO3

Candidates demonstrate knowledge and understanding of fieldwork skills to draw conclusions. They are able to synthesis their findings, in order to draw relevant and pertinent conclusions from the data collected and make inferences about the data that is based on sound geographical knowledge and understanding of the concept being investigated.

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.

Credit other valid points.

Award the marks as follows:

	AO3 (5 marks)	AO2.1c (5 marks)
Band	<i>Demonstrates the ability to draw conclusions referring to original hypothesis / question / aims, using evidence from data collected during fieldwork activity.</i>	<i>Applies knowledge and understanding through an evaluation of the extent to which the conclusions of the fieldwork investigation in human geography confirm or question original expectations.</i>
3	<p>4-5 marks Detailed description of conclusion(s) reached; provides evidence (data) to explain how conclusions were reached relating to human geography fieldwork.</p> <p>Candidate evaluates extent to which the conclusions relate to the original hypothesis / question / aims of human geography fieldwork.</p>	<p>4-5 marks</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a thorough and coherent evaluation of the conclusions that is supported by evidence.</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a thorough and coherent evaluation of the extent to which the conclusions confirm or question accepted theories.</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a thorough and coherent evaluation of the extent to which the conclusions confirm or question student expectations in the context of the specific location where the investigation was undertaken.</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a thorough and coherent evaluation of the extent to which the conclusions confirm or question student expectations based on the way the research was conducted.</p>
2	<p>2-3 marks Clear description of conclusion(s) reached; provides some evidence (data) to explain how conclusions were reached relating to human geography fieldwork.</p> <p>Candidate begins to evaluate extent to which the conclusions relate to the original hypothesis / question / aims of human geography fieldwork.</p>	<p>2-3 marks</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a coherent but partial evaluation that is supported by evidence.</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a coherent but partial evaluation of the extent to which the conclusions confirm or question accepted theories.</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a coherent but partial evaluation of the extent to which the conclusions confirm or question student expectations in the context of the specific location where the investigation was undertaken.</p> <p>Applies knowledge and understanding from their own human geography fieldwork to produce a coherent but partial evaluation of the extent to which the conclusions confirm or question student expectations based on the way the research was conducted.</p>

<p style="text-align: center;">1</p>	<p style="text-align: center;">1 mark</p> <p>Basic description of conclusion(s) reached; limited evidence (data) cited to explain how conclusions were reached relating to physical geography fieldwork.</p> <p>Candidate recognises the link between the conclusions and the original hypothesis / question / aims of physical geography fieldwork.</p>	<p style="text-align: center;">1 mark</p> <p>Applies knowledge and understanding from their own physical geography fieldwork to produce an evaluation with limited coherence and support from some evidence.</p> <p>Limited application of knowledge and understanding from their own physical geography fieldwork to evaluate the extent to which the conclusions confirm or question accepted theories.</p> <p>Limited application of knowledge and understanding from their own physical geography fieldwork to evaluate the extent to which the conclusions confirm or question student expectations in the context of the specific location where the investigation was undertaken.</p> <p>Limited application of knowledge and understanding from their own physical geography fieldwork to evaluate the extent to which the conclusions confirm or question student expectations based on the way the research was conducted.</p>
<p style="text-align: center;">0</p>	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>