

GCSE

Geography A Geographical Themes

J383/03: Geographical skills

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
















9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Tick
	Unclear
	Cross
	Level 1
	Level 2
	Level 3
	Development
	Relevant place detail
	Communicate findings
	Significant amount of material which doesn't answer the question
	Benefit of doubt
	Omission mark
	Blank page
	Noted not no credit given
	Extendable vertical wavy line

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately

	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	(a)	(i)	North East	1	1 x 1 (✓)
		(ii)	A – Base Map	1	1 x 1 (✓)
1	(b)	(i)	D – The Park	1	1 x 1 (✓)
		(ii)	Type of <u>job</u> / better paid <u>jobs</u> / lower paid <u>jobs</u> (✓) Job availability / unemployment (✓) Level of education (✓) Cost of housing (✓)	2	2 x 1 (✓) 1 x (✓) for each valid reason Do not double credit opposites.
1	(c)	(i)	Solar/solar panels/solar power (✓)	1	1 x 1 (✓)
1	(c)	(ii)	Increased use of public transport / new tram routes (✓) means there will be less cars on the road so fewer emissions (✓) More electric / gas buses (✓) which mean less air pollution/ emissions than a normal bus (✓) New cycle lanes (✓) will reduce the number of cars on the road / improve people's health (✓)	2	2 x 1 (✓) 1 x (✓) for identifying sustainable transport use 1 x (✓) for valid explanation
1	(d)	(i)	35.2% (103.7/294.3) x 100	2	2 x 1 (✓) 1 x (✓) for answer correct to 1dp 1 x (✓) for correct calculation.
1	(d)	(ii)	333.0 TWh 323.7 divided by 0.972 323.7 divided by 97.2 x100	2	2 x 1 (✓) 1 x (✓) for answer correct to 1dp 1 x (✓) for correct calculation. Accept any suitable method.

1	(d)	(iii)	<p>There has been an increase in the use of renewable energy / decrease in the use of coal (✓), so less CO₂ is released (✓)</p> <p>There has been an overall decrease in the total electricity supplied (✓), so power stations will produce less carbon dioxide (✓) / because homes have become more energy efficient (✓) / because there is less demand (✓)</p> <p>Increased cost / increased awareness of environmental impact (✓) means that people are using less carbon emitting sources (✓)</p>	4	<p>4 x 1 (✓)</p> <p>2 x (✓) for stated reason for decreased emissions</p> <p>2 x (✓) for explanation of why this would lead to a reduction</p>
1	(e)*		<p>Level 3 (6–8 marks)</p> <p>An answer at this level demonstrates a thorough understanding of sustainable developments in UK cities. (AO2). There is a thorough analysis (AO3) of whether transport developments are the main reason for sustainability with a reasonable judgement as to how far the statement can be agreed with (AO3).</p> <p>This will be shown by including well-developed ideas about increased sustainable developments in UK cities.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is logically structured. The information presented is relevant and substantiated.</p>	8	<p>Indicative Content</p> <p>Candidates need to make the link between the sustainable strategies used to manage the challenges of UK cities and the development of sustainable energy use in the UK. Candidates should make use of the information provided as well as draw upon their own knowledge from the course of study.</p> <p>Examples of well-developed ideas:</p> <p>To a large extent I think transport developments have been the main reason for increased sustainability in UK cities as the expansion of strategies like Park and Ride sites, as seen in Nottingham and also at Elland Road in Leeds is leading to a reduction in car traffic and reduced emissions. However local strategies for sustainable energy use, such as the use of solar panels on new build houses, is seeing an increase in the use of renewable energies to power UK cities too.</p>

		<p>Level 2 (3–5 marks)</p> <p>An answer at this level demonstrates a reasonable understanding of sustainable developments in UK cities. (AO2). There is a reasonable analysis (AO3) of whether transport developments are the main reason for sustainability with a basic judgement as to how far the statement can be agreed with (AO3).</p> <p>This will be shown by including developed ideas about increased sustainable developments in UK cities</p> <p>There are attempts to make synoptic links between content from different parts of the course of study, but these are not always appropriate.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks)</p> <p>An answer at this level demonstrates a basic understanding of sustainable developments in UK cities. (AO2). There is either a basic analysis (AO3) of whether transport developments are the main reason for sustainability or a basic judgement as to how far the statement can be agreed with (AO3).</p> <p>This will be shown by including simple ideas about the increased sustainable developments in UK cities.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>0 marks No response worthy of credit.</p>		<p>Examples of developed ideas:</p> <p>I agree that transport developments have been the main reason for more sustainability in UK cities as the Park and Ride sites, like the ones in Leeds are taking cars off the road and reducing emissions. But I also think that there is more renewable energy use, such as the use of solar panels on new build houses too.</p> <p>Examples of simple ideas:</p> <p>I think that Park and Ride sites, like the ones in Leeds are making transport more sustainable as there are less cars on the road. More solar panels are also being used on people's homes.</p>
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Question			Answer	Mark	Guidance
2	(a)	(i)	30-49	1	1 x 1 (✓)
2	(a)	(ii)	Divided Bar Chart (✓)	1	1 x 1 (✓) Accept stacked / composite / compound / cumulative / split bar chart ^ Bar graph
2	(a)	(iii)	Bar chart (for each opinion / those in favour / opposed) (✓) this might make it easier to compare age groups (DEV) Pie chart (for each age group) (✓). This would make it easy to see the proportion who oppose fracking in each age group (DEV)	2	1 x 1 (✓) for naming appropriate technique 1 x 1 (DEV) for justifying choice No credit for: Line Graph, Scatter Graph, Radar Graph No credit for easy to read
2	(a)	(iv)	Older age groups have most people in favour of fracking (✓), with 52% of over 65s compared to 40% of all people (✓). Those aged under 50 are more likely to oppose fracking (✓) (COM)	4	2 x 1 (✓) for identifying pattern 1 x 1 (✓) for appropriate use of data 1 x 1 (COM) for using a logical order in communication. This involves identifying two separate patterns within the data.
2	(b)		Air pollution (✓). This might come from exhaust emissions from the lorries(✓) or from gas flares (✓) Visual pollution (✓) The fracking wells aren't in keeping with the natural landscape (✓) and will spoil the beautiful views (✓) Water pollution (✓) fracking fluid pumped underground (✓) reducing biodiversity (✓)	3	1 x 1 (✓) for identification of impact. 2 x 1 (✓) for points of explanation. Only credit global warming if effects of it are relevant to Arctic habitats

2	(c)	<p>Level 3 (5–6 marks)</p> <p>An answer at this level demonstrates a thorough understanding of polar ecosystems (AO2) and applies their understanding to give a thorough assessment of how fossil fuel extraction can impact them or other ecosystems. (AO3).</p> <p>This will be shown by including well-developed ideas about different ecosystems and how they are impacted by fossil fuel extraction.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>Level 2 (3-4 marks)</p> <p>An answer at this level demonstrates a reasonable understanding of polar ecosystems (AO2) and applies their understanding to give a reasonable assessment of how fossil fuel extraction can impact them or other ecosystems (AO3).</p> <p>This will be shown by including developed ideas about different ecosystems and how they are impacted by fossil fuel extraction.</p> <p>There are attempts to make appropriate synoptic links between content from different parts of the course of study, but these are not always appropriate.</p>	6	<p>This question will be marked using 3 levels:</p> <p>Indicative content Explanation of the impact of fossil fuel extraction on ecosystems, with a focus on polar ecosystems Evaluation of extent to which polar ecosystems will be the worst affected.</p> <p>Ideas must link to extraction rather than just use of fossil fuels.</p> <p>Examples of well-developed ideas I agree to a certain extent as polar ecosystems are very fragile, which means that when they are disturbed by for example, oil pipelines, then they can take a very long time to recover as due to the harsh climate conditions plants grow very slowly. However, it would be true to say that extracting fossil fuels is very damaging to all ecosystems. For example, there have been over 470 oil spills in the Peruvian Amazon rainforest since 2000, whilst it has also led to significant deforestation due to the need to clear space for access roads and oil exploration.</p> <p>Examples of developed ideas I agree as polar ecosystems are very fragile and can take a very long time to recover from anything like the damage caused by oil pipelines. However, other ecosystems like rainforests can also be badly affected, as oil extraction has led to deforestation and the loss of some biodiversity.</p>
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		<p>Level 1 (1–2 marks) An answer at this level demonstrates a basic understanding of different ecosystems (AO2) and applies their understanding to give a basic assessment of how fossil fuel extraction can impact them (AO3).</p> <p>This will be shown by including simple ideas about the ecosystems and how they are impacted.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>Examples of simple ideas I agree as polar ecosystems are damaged easily and can take a very long time to recover from something like an oil spill.</p>
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Question			Answer	Mark	Guidance
3	(a)	(i)	Indonesia	1	1 x 1 (✓)
3	(a)	(ii)	D- Europe	1	1 x 1 (✓)
3	(b)	(i)	Total US coal exports are much lower than Russia / Indonesia / Australia / US has the lowest export rate (✓) Highest number of exports to Europe (single line) / Asia (lines to 3 places in Asia) (✓) Most exports travel a significant distance/ are to countries some distance away(✓) Majority of export partners are ACs or EDCs (✓) Exports have decreased (✓)	2	2 x 1 (✓) Do not credit negative statements i.e., there is little trade with Oceania. Do not accept they are 'to the east' Accept any reasonable interpretation of data from the figure.
3	(b)	(ii)	Include a key for the arrow size (✓) as this would make it clearer / easier to read (DEV) Add colours to each exporter (✓) to make map easier to read (DEV) Include more country names (✓) / country borders (✓) so that you can see the exact value of trade (DEV) Make the map bigger (✓) so it is clearer / less cluttered (DEV) Add a unit to numbers (✓) to be clear how much is being exported (DEV)	2	1 x 1 (✓) 1 x 1 (DEV)

Question			Answer	Mark	Guidance
4	(a)	(i)	Add a north arrow (✓) Clearly identify which area is sea and which is land (✓) Add labels to show notable features / places / landmarks (✓) Include names of each site (✓) Include a scale line (✓) Show the map at a larger scale (✓)	2	2 x 1 (✓)
4	(b)		<p>Level 3 (5–6 marks)</p> <p>An answer at this level demonstrates a thorough description of a sampling method that might be used to collect beach sediment with reasons for their choice (AO4).</p> <p>This will be shown by including well-developed ideas.</p> <p>Level 2 (3–4 marks)</p> <p>An answer at this level demonstrates a reasonable description of a sampling method that might be used to collect beach sediment with reasons for their choice (AO4).</p> <p>This will be shown by including developed ideas.</p> <p>Level 1 (1–2 marks)</p> <p>An answer at this level demonstrates a basic description of a sampling method that might be used to collect beach sediment with reasons for their choice (AO4).</p> <p>This will be shown by including simple ideas.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>		<p>This question will be marked using 3 levels: Indicative content</p> <p>Examples of well-developed ideas: I would use a method of systematic sampling, where you measure an interval of 20 metres from the shore to the cliff using a tape measure at each site and sample one stone at every metre. By doing this you can ensure that the stones collected are representative of the whole site and not biased, such as someone only choosing large or more rounded stones.</p> <p>Examples of developed ideas: I would use a method of systematic sampling, where you measure 20 metres from the shore to take one stone at every metre. By doing this you can reduce any bias, such as someone only choosing large stones.</p> <p>Examples of simple ideas: You can measure 20 metres and only take a stone every metre instead of just picking up any stone.</p>

4	(c)	(i)	<p style="text-align: center;">Graph of sediment shape</p> <table><thead><tr><th>Sediment Shape</th><th>Site 1 (White)</th><th>Site 2 (Hatched)</th></tr></thead><tbody><tr><td>Very angular</td><td>1</td><td>0</td></tr><tr><td>Angular</td><td>6</td><td>2</td></tr><tr><td>Sub-angular</td><td>5</td><td>3</td></tr><tr><td>Sub-rounded</td><td>4</td><td>4</td></tr><tr><td>Rounded</td><td>3</td><td>6</td></tr><tr><td>Well-rounded</td><td>1</td><td>6</td></tr></tbody></table>	Sediment Shape	Site 1 (White)	Site 2 (Hatched)	Very angular	1	0	Angular	6	2	Sub-angular	5	3	Sub-rounded	4	4	Rounded	3	6	Well-rounded	1	6	1	<p>1 x 1 (✓)</p> <p>Shading should be identifiable as hatched for Site 2.</p>
Sediment Shape	Site 1 (White)	Site 2 (Hatched)																								
Very angular	1	0																								
Angular	6	2																								
Sub-angular	5	3																								
Sub-rounded	4	4																								
Rounded	3	6																								
Well-rounded	1	6																								
4	(c)	(ii)	<p>Site 2 has more rounded / well-rounded stones(✓)</p> <p>Site 1 has very angular stones, site 2 does not. (✓)</p> <p>Site 1 has more angular / sub-angular stones than site 2(✓)</p>	1	<p>1 x 1 (✓)</p> <p>Must be comparison</p>																					

4	(d)*	<p>Level 3 (6–8 marks) An answer at this level demonstrates a thorough analysis of the data to consider possible conclusions (AO3). Evidence from a number of different sources of is used to reach a thorough judgement as to suitable conclusions that might be drawn. (AO3). This will be shown by including well-developed ideas. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks) An answer at this level demonstrates reasonable analysis of the data to consider possible conclusions (AO3). Evidence from at <u>least two different sources</u> is linked to reach a reasonable judgement on suitable conclusions (AO3). This will be shown by including developed ideas. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates a basic analysis (AO3) of the data to consider at least one conclusion. At least one source of information is used to provide a basic judgement on a suitable conclusion. (AO3). This will be shown by including simple ideas. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No response or no response worthy of credit.</p>	8	<p>This question will be marked using 3 levels: Indicative content</p> <p>Examples of well-developed ideas: One conclusion is that longshore drift is moving sediment in a southerly direction but the coastal defences in place (groynes) are successfully building up the beach to reduce this movement. This can be seen as the photograph clearly shows a greater drop on the south side of the groyne, which is backed up by the table of data which shows a significantly higher drop on the south side at each side, ranging from a greater drop of 57cm at site 1 to a greater drop of 80cm at site 3. The north east prevailing winds shown in the map provide further evidence that longshore drift is likely.</p> <p>Examples of developed ideas: One conclusion is that sediment is moving in a southerly direction, but the groynes are stopping this movement. This can be seen by the table of data which shows a significantly higher drop on the south side at each side. The prevailing winds shown in the map would move the material this way.</p> <p>Examples of simple ideas: One conclusion is the groynes are stopping this movement of sand. This can be seen by the photo where the sand is much higher on one side than the other.</p>
		Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.	3	

Question			Answer	Mark	Guidance
5	(a)		<p>It was a safe site (✓)</p> <p>It was easy to access (✓)</p> <p>It was close to school (✓) so all the fieldwork could be done in a day (✓)</p> <p>There would be plenty of people to question (✓)</p> <p>There has been a large number of redevelopment/improvements there (✓)</p> <p>It is the largest settlement in the local area(✓)</p>	2	<p>2 x 1 (✓)</p> <p>Accept any reasonable suggestion linked to suitability of location.</p> <p>This could be practical, logistical or relevant to the fieldwork question.</p> <p>NB Accept reference to physical fieldwork, if the reasons stated would equally apply to a human fieldwork investigation.</p>
5	(b)		<p>Indicative content:</p> <p>e.g., Use of radial graphs for environment survey (✓)</p> <p>Helped me see the patterns in the data. (✓) as by showing the score for each criteria I could clearly see which were positive(✓). I could then compare the graphs for each site studied to compare sites (✓)</p> <p>e.g., use of isoline map for traffic count (✓)</p> <p>Helped me see which areas of the city had most traffic (✓) and how quickly traffic numbers dropped as you moved away from the centre (✓). It also showed which areas away from the centre were traffic hotspots (✓)</p>	4	<p>4 x 1 (✓)</p> <p>1 x 1 (✓) for identification of a suitable data presentation method</p> <p>3 x 1 (✓) for explanation of how it helped interpretation.</p> <p>Cannot access explanation marks without stating method.</p> <p>NB No credit for writing about physical geography fieldwork.</p>

5	(c)	<p>Level 3 (5–6 marks)</p> <p>An answer at this level demonstrates a thorough evaluation of the accuracy of the results obtained (AO3) and a thorough judgement of the extent to which they could be considered accurate. (AO3)</p> <p>This will be shown by including well-developed ideas</p> <p>Level 2 (3–4 marks)</p> <p>An answer at this level demonstrates a reasonable evaluation of the accuracy of the results obtained (AO3) and a reasonable judgement of the extent to which they could be considered accurate. (AO3)</p> <p>This will be shown by including developed ideas</p> <p>Level 1 (1–2 marks)</p> <p>An answer at this level demonstrates a basic evaluation of the accuracy of the results obtained (AO3) and/or a basic judgement of the extent to which they could be considered accurate. (AO3)</p> <p>This will be shown by including simple ideas.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>	<p>6</p> <p>This question will be marked using 3 levels:</p> <p>Indicative content</p> <p>Explain fieldwork data collection methods based on aims of fieldwork investigation.</p> <p>Link explanation to the accuracy of the techniques used.</p> <p><u>Max L1 if physical geography fieldwork has been used.</u></p> <p>Examples of well-developed ideas: (Transport study)</p> <p>To show the number of people at transport hubs, we conducted a pedestrian count at each of our sites which allowed us to compare the differences in how well each site was being used. However, by doing a pedestrian count on only one day, the accuracy is limited as pedestrian numbers vary significantly on different days of the week and times of the year.</p> <p>Taking photographs of key sites allowed us to assess provision that has been put in place by Manchester city council such as the tram stops and bus lanes and how these are able to be used by cars, buses and trams. Whilst these are only one moment in time, they are very accurate for what is in place at the moment.</p> <p>Examples of developed ideas:</p> <p>We conducted a pedestrian count at each of our sites to see differences in how well each site was being used. This is not accurate as pedestrian numbers vary on different days of the week.</p> <p>Taking photographs of key sites allowed us to see the tram stops and bus lanes and how these are used. They are very accurate for what is in place at the moment.</p> <p>Examples of simple ideas:</p> <p>We did a pedestrian count at each of our sites. This is not accurate as there will be a different number every day. Taking photographs is very accurate for what is in place at the moment such as bus lanes.</p>
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APPENDIX 1

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid *

<i>High performance 3 marks</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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