



GCE AS MARKING SCHEME

SUMMER 2025

**AS
GEOGRAPHY - COMPONENT 2
B110U20-1**

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.

GCE AS GEOGRAPHY
COMPONENT 2: CHANGING PLACES
SUMMER 2025 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.

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.

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) Use Figure 1 to calculate the percentage increase in homes with full-fibre broadband in rural areas of England. Show your working clearly and give your answer to one decimal place.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Skills: 2.3					2		2
Indicative content 1 mark for each valid stage in the calculation as shown: $1.1 \text{ million} - 0.8 \text{ million} / 0.8 \text{ million} \times 100 (1) = 37.5\% (1)$							
Marking guidance Credit other valid approaches.							

1. (a) (ii) Use Figure 1 to analyse changes in full-fibre broadband provision between urban and rural areas.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Skills: 2.3					3		3
Indicative content - Both urban and rural areas in both England and the UK have experienced significant growth. - Largest growth has been experienced in urban areas in England (57.9 %) compared to urban UK as a whole with 51.2%. - Conversely, rural areas of the UK have experienced growth of 52.8% of which rural areas in England only contributes 37.5%.							
Marking guidance Credit other valid approaches.							
Award the marks as follows:							
Band	Marks						
2	3	Effective analysis of changes in full-fibre broadband provision between urban and rural areas; meaningful use of data to support, must include comparison for full marks.					
1	1-2	Simple analysis of changes in full-fibre broadband provision between urban and rural areas; partial use of data to support.					
	0 marks	Response not creditworthy or not attempted.					

1. (b) Suggest why securing digital connectivity in rural areas continues to pose significant challenges. Content: 2.1.7	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
		4					4
Candidates are expected to be familiar with the challenges of managing rural change and inequality in diverse rural areas including the issue of digital connectivity. Suggesting that: - poor digital connectivity in rural areas risks causing harm to the rural economy and leaving behind rural areas who struggled to access online services that most of the country take for granted - many rural areas and businesses, particularly in the hardest to reach areas (e.g. parts of inland Cornwall, western areas of Cumbria, the High Peak, Derbyshire) still struggle as a result of poor digital connectivity and poor coverage of mobile data services - the digital divide between urban and rural areas, and between rural towns and sparser rural settlements continues to present challenges by marginalising communities (areas) and causing significant frustration for households and businesses - the government had a minister dedicated to this: (within the DCMS - Department of Culture, Media and Sport) but responsibility for digital connectivity has now shifted entirely to the DSIT (Department of Science, Innovation and Technology), particularly evident during the COVID pandemic (2020-2021) when rollout of digital programmes (such as Digital Derbyshire and Connecting Cumbria) were halted due to lockdown. Credit other valid approaches.							

Award the marks as follows:		
Band	Marks	
2	3-4	Suggestions why digital connectivity in rural areas continues to pose challenges, expect appropriate exemplification at the upper end.
1	1-2	Basic suggestions why digital connectivity in rural areas continues to pose challenges.
	0 marks	Response not creditworthy or not attempted.

1. (c) Examine the consequences of the decline in primary employment in rural areas. Content: 2.1.3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	6			5			11

Indicative content

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

AO1

AO1 content encompasses knowledge and understanding of the consequences of the decline in primary employment in rural areas. Answers may focus on one geographical area or contain a variety of examples.

The content will depend upon the places chosen and may include knowledge and understanding of:

- the causes of decline in primary employment in rural areas such as globalisation, economic cycles, political policies, demographic change and automation
- economic impacts – unemployment, reduction in tax base, lack of spending power, local shops decline
- social impacts – drop in aspirations of young people, crime increase, drug and alcohol abuse, weaker educational achievement
- demographic impacts – out-migration of young and skilled
- political impacts – decrease in trust of government
- positive impacts of decline in primary employment in rural areas – government drive to support rural communities (digital connectivity aimed at business development) and providing £1.6m for the GREAT food and drink campaign, to support world leading British food and drink producers to export
- positive social impact: closure of mines and quarries means that fewer people now work in dangerous workplaces
- further attempts to overcome the impacts of decline.

AO2

AO2 content encompasses the application of knowledge and understanding to examine the consequences of the decline in primary employment in rural areas. A conclusion may be drawn in the context of the consequences chosen but a conclusion is not necessary in order to reach the top of Band 3.

Content may vary according to examples selected but may include an examination of:

- the different impacts of the decline in primary employment in rural areas
- the type and scale of the consequences relative to the different causes
- the interaction of the consequences
- the consequences in different rural areas
- the changing consequences over time
- the ability to overcome the consequences.

Marking guidance

Near the lower end, there will be limited examination of the relative importance of factors contributing to the consequences of decline in primary employment in rural areas and little examination of the underlying assumptions contained in the question.

Credit any other valid approaches.

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

2. (a) Use Figure 2 to compare the changes in employment rates between rural and urban areas of England.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Skills: 3.6					5		5
Indicative content - The employment rate in 2020 was higher in rural areas compared with urban areas with an employment rate of 77.6 per cent for rural areas. - All three lines follow a similar trajectory showing a decline in the employment rate until 2011 before an increase between 2011 - 2019 - Employment rates in rural areas are consistently 3-4% higher than urban areas - Gap between urban and rural employment rate narrows slightly in 2019-2020. Marking guidance To achieve Band 3, candidates must make a direct comparison between rural and urban data lines in Figure 2. Accept other creditworthy points not contained in the indicative content.							

Award the marks as follows:		
Band	Marks	
3	4-5	Detailed comparison between changes to employment rates between urban and rural areas in England including use of data from the graph.
2	2-3	Clear comparison between changes to employment rates between urban and rural areas in England.
1	1	Simple comparison of three lines on graph.
	0 marks	Response not creditworthy or not attempted.

2. (b) Outline one or more government policies aimed at improving deindustrialised places. Content: 2.1.4	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	5						5

Indicative content

Candidates are expected to be familiar with a range of government policies aimed at addressing economic change and social inequalities in urban areas.

For example:

European Structural and Investment Funds (2014-20) which is delivered through three main funds: the European Regional Development Fund (ERDF), the Cohesion Fund (CF) and the European Social Fund (ESF).

The objective of the ERDF was to support projects and activities that reduce the economic disparity with the member states of the EU, by financially aiding projects that stimulate economic development and increase employment by supporting inward investment and retraining in the poorest regions. It aims to make regions more attractive to investors and includes supporting infrastructural investments (e.g. Smart City Nottingham, City Bikes and Sustainable Urban Neighbourhoods).

UK government infrastructure projects include Crossrail (the Elizabeth Line), HS2 and Northern Powerhouse Rail (scrapped).

UK government policies include those related to the Levelling Up agenda aimed at spreading opportunity and prosperity with a network of globally competitive cities in each UK region.

At a local level, initiatives such as the Lower Don Valley Masterplan, Liverpool Waters and Bristol Temple Quarter are all aimed at improving deindustrialised places.

Marking guidance

Credit other valid approaches. Governments at all levels (local to national and even international) continually alter policies. Despite officially leaving the EU in 2020, many EU policies continued to be funded in the UK until the end of 2020 (and beyond, due to delays caused by the COVID pandemic)

Award the marks as follows		
Band	Marks	
3	4-5	Detailed description of local / regional / national (international) policy.
2	2-3	Clear description of local / regional / national policy.
1	1	Basic description of aims of government policy.
	0 marks	Response not creditworthy or not attempted.

2. (c) Examine the impacts of changes to the service economy in urban areas. 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 points for full marks.

AO1

Candidates are expected to be familiar with the complexity of the changing service economy including the continuing decline for some central urban places, out-of-town retailing and office-parks, internet shopping and central entertainment and the impacts of these changes on learners' own lives and the lives of others.

Job opportunities:

- growth in sectors like tech, finance, and creative industries creates diverse career paths
- rising "gig economy" jobs (e.g., delivery, freelancing) provide flexibility but often lack stability and benefits
- fierce competition for well-paid service jobs means students often balance studies with low-paying, temporary roles
- entry-level positions are increasingly scarce due to demand for more qualifications or experience
- remote work and online services reshape cities, reducing demand for office spaces but increasing digital service opportunities
- sustainability-focused businesses and green jobs will likely expand, offering new career pathways.

Urban regeneration

- growth in hospitality, entertainment, and retail revitalises city centres but can push out smaller, independent businesses
- urban regeneration linked to the service economy (e.g., new shopping centres Westfield at Stratford, east London or The Bullring, Birmingham) often increases tourism and local spending.

Cost of living and cultural changes

- cities diversify as global talent comes to fill service roles; this enriches cultural experiences but can also bring challenges like housing shortages
- urban areas experience higher rents and living costs as demand for housing rises with service sector expansion
- areas specialising in high-value services (e.g., London's financial districts) attract skilled workers but can widen inequality.

Environmental concerns

- growth in delivery services (e.g., food, online shopping) raises issues like traffic congestion and packaging waste
- urban development for service industries can strain infrastructure and green spaces.

AO2

AO2 content encompasses the application of knowledge and understanding to examine the complexity of the changing service economy and the impact on people and places. A conclusion may be drawn in the context of the consequences chosen but a conclusion is not necessary in order to reach the top of Band 3.

Content may vary according to examples selected but may include an examination of:

- the different impacts resulting from the complexity of the changing service economy in urban areas
- the type and scale of the impacts resulting from the complexity of the changing service economy in urban areas
- the interaction between the impacts resulting from the complexity of the changing service economy on people and places
- the impacts resulting from the complexity of the changing service economy in different urban areas
- the changing impacts resulting from the complexity of the changing service economy over time
- the ability to overcome the impacts resulting from the complexity of the changing service economy

Marking guidance

Near the lower end, there will be limited examination of the relative importance of factors contributing to the impacts and little examination of the underlying assumptions contained in the question.

Credit other valid approaches.

Award the marks as follows:		
	AO1 (6 marks)	AO2.1c (4 marks)
Band	<i>Demonstrates knowledge and understanding of the impacts resulting from the complexity of the changing service economy in urban areas.</i>	<i>Applies knowledge and understanding to examine the impacts resulting from the complexity of the changing service economy in urban areas.</i>
3	5-6 marks Demonstrates detailed and accurate knowledge and understanding through the use of appropriate, accurate and well-developed examples. Demonstrates detailed and accurate knowledge and understanding of the impacts resulting from the complexity of the changing service economy in urban areas. Well annotated sketches / diagrams / maps may be used and should be credited.	3-4 marks Applies knowledge and understanding to produce a thorough and coherent examination that is supported by evidence. Applies knowledge and understanding to produce a thorough and coherent examination of the impacts resulting from the complexity of the changing service economy in urban areas.
2	3-4 marks Demonstrates accurate knowledge and understanding through the use of appropriate and well-developed examples. Demonstrates accurate knowledge and understanding of the impacts resulting from the complexity of the changing service economy in urban areas. Sketches / diagrams / maps may be used and should be credited.	2 marks Applies knowledge and understanding to produce a coherent but partial examination that is supported by evidence. Applies knowledge and understanding to produce coherent but partial examination of the impacts resulting from the complexity of the changing service economy in urban areas.
1	1-2 marks Demonstrates limited knowledge and understanding through a limited number of undeveloped examples. Demonstrates limited knowledge and understanding of the impacts resulting from the complexity of the changing service economy in urban areas. Basic sketches / diagrams / maps may be used and should be credited.	1 mark Applies knowledge and understanding to produce an examination with limited coherence and support from some evidence. Applies knowledge and understanding to produce a limited examination of the impacts resulting from the complexity of the changing service economy in urban areas.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

Section B: Fieldwork in Physical and Human Geography

3. (a) Explain why stratified sampling is an appropriate method for selecting their fieldwork locations.							
Enquiry process stage 2 Appendix A Geographical Skills 2.1	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
	5						5
Indicative content Stratified sampling is the most appropriate technique because this would be the result of the preparation undertaken (e.g. as pilot survey) 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 rebranding of different areas within a city. Random sampling would not be appropriate because of potential / likelihood for the selected area not to contain characteristics of rebranding that could be studied by an AS level Geography student. Systematic sampling involves samples being taken at fixed intervals (usually along a line) which could result in either over-emphasis or under-emphasis of rebranded areas and thus distorting the study. Credit other valid points / approaches. Marking guidance Whilst it is anticipated that candidates will justify in terms of appropriateness of stratified sampling vis à vis inappropriateness of alternatives, it is perfectly acceptable to provide a detailed justification by referencing only stratified sampling.							

Award the marks as follows		
Band	Marks	
3	4-5	Accurate knowledge and understanding of different sampling strategies or very thorough knowledge and understanding of stratified sampling including detailed exemplification.
2	2-3	Partial knowledge and understanding of different sampling strategies / stratified sampling including valid exemplification.
1	1	Limited knowledge and understanding of different sampling strategies / stratified sampling.
	0 marks	Response not creditworthy or not attempted.

3. (b) (i) Suggest two more pairs of statements that students could use to investigate the success of rebranding.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Enquiry process stage 2 Appendix A Geographical Skills 3.6					2		2
Indicative content Award one mark for each pair. Credit statements that are bi-polar i.e. opposites. The positive statement must be on the right. Statements that refer to rebranding only. Lack of design input ⇔ Well designed Poorly maintained ⇔ Well maintained Unattractive ⇔ Attractive Absence of sponsors ⇔ Evidence of sponsors Bland architecture ⇔ Flagship buildings Credit other valid points.							

3. (b) (ii) Suggest one way the students might present the scores from the 8 locations sampled.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
Enquiry process stage 3 Appendix A Geographical Skills 3.5 - 3.6					1		1
Indicative content There are a number of valid suggestions for presenting this data; as geographers, it is anticipated that they will recognise the importance of using cartographical methods, e.g. located bar charts (1) located bi-polar graphs (1) Alternative valid suggestions are likely to be: Bar graph (1) Divided bar graph (1) Radar graph (1) Credit other valid points.							

3. (b) (iii) Justify your choice in 3 (b) (ii).						
Enquiry process stage 3 Appendix A Geographical Skills 3.5 - 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 2 marks.					2	2
Indicative content Content will vary according to the candidate's suggestion in (b)(ii), e.g., For suggestions of located bar graph / located bi-polar graphs, candidates might identify the importance of using cartographical methods (1) to display spatially collected data (1) to enable patterns to be identified across the city (1). Alternatively, for suggestions related to bar graphs, candidates might suggest that they are easy to draw (1) and easy to interpret (1). No valid alternative to bar graph (1). Credit other valid suggestions.						

3. (b) (iv) Describe one way the students might analyse the scores from the 8 locations sampled.						
Enquiry process stage 4 Appendix A Geographical Skills 2.2, 2.4, 2.9 – 2.10	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
					2	2
Indicative content There are a range of ways to analyse these data, candidates might suggest to: - calculate totals for each location (1) and compare these between the eight locations (1) - consider the proportions (1) between the different parts of the rebranded area (1) - use measures of central tendency (mean / median / mode) (1) to compare the eight locations (1) - use measures of dispersion (range, interquartile range) (1) to compare scores for the eight locations (1) - use annotations to describe patterns and trends Credit other valid points.						

3. (c) Justify two additional sources of data that the students could use to investigate the impact of rebranding in Glasgow.							
Enquiry process stage 2 Appendix A Geographical Skills 5.2, 6.1, 6.3, 7.1, 8	AO1	AO2.1a	AO2.1b	AO2.1c	AO3		Total
				8			8
Indicative content There are many ways in which the rebranding fieldwork could be developed; sources could include: • land-use identification – to identify characteristics of the rebranding approach • mental maps – to understand people’s point-of-view perception of the rebranded area • Ordnance Survey maps (1:25 000 and 1:50 000) – to show ‘before / after’ the rebranding, adjustments to e.g. road layout, green spaces, cycle paths • geospatial technologies including aerial photographs, digital images, satellite images, geographic information systems (GIS), global positioning systems (GPS), databases - to show ‘before / after’ the rebranding, adjustments to e.g. road layout, green spaces, cycle paths • interview material including coding: images, factual text, discursive / creative material, oral histories – to identify how the rebranded area has changed (for the better or worse) according to different groups of stakeholders • secondary data e.g. census data, newspaper reports to suggest whether the rebranding has been successful (socially, economically, environmentally or politically) according to different groups of stakeholders • questionnaire to local stakeholders to determine their opinion on success / value for money of the rebranding Marking guidance To achieve Band 3, candidates must give detailed justification, showing sophisticated chains of reasoning. Clear justification linked directly to an investigation of rebranding. Accept other creditworthy ideas not contained in the indicative content.							

Award the marks as follows:		
Band	Marks	
3	6-8	Detailed justification of two appropriate sources of data, clear focus on rebranding study.
2	3-5	Clear justification of two appropriate sources of data; may be unbalanced / generic at the lower end.
1	1-2	Basic justification of appropriate source(s) of data, limited link to rebranding <i>per se</i> .
	0 marks	Response not creditworthy or not attempted.

4. Justify how you ensured the reliability of the quantitative and/or qualitative data you collected for your physical geography fieldwork.						
Enquiry process stage 2	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
				3	7	10
Indicative content The specification indicates that candidates are expected to be aware of the two types of data as used in their fieldwork. AO3 Reliability refers to the consistency or reproducibility of a measurement; a measurement is said to have high reliability if it produces consistent results under consistent conditions. Reliability cannot be calculated, it can only be subjectively judged. Qualitative data: Deals with descriptions. Data can be observed but generally, it is not directly measured. However, sometimes, qualitative data can be measured in the sense that it represents properties of entities or phenomena – properties which can be determined, possibly subjectively, evaluated, ordered against specific criteria and so on. Thus, qualitative data can be converted into quantitative data. Quantitative data: Deals with numbers. Data which can be measured. Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc. The question is and/or, so responses can refer to one type only, according to the type of physical geography fieldwork. Any primary or secondary data can be covered. Candidates may refer to sampling for either or both types of data and the way in which this influences the reliability. AO2 Within their justifications, the explanation of the link between reliability and the data collected is the key element. The focus is on the explanation of how reliability was ensured, rather than the type of data <i>per se</i>. Reliability may be referenced in a variety of ways including the rigorousness of the sample method, site selection, sample size and method of data collection, for example. Marking guidance Command is to justify how and therefore the candidate's answer should focus on suggestions of reliability in their physical geography fieldwork.						

Award the marks as follows:

	AO3 (7 marks)	AO2.1c (3 marks)
Band	<i>Demonstrates knowledge and understanding of how the reliability can impact physical geography fieldwork data.</i>	<i>Applies knowledge and understanding to appraise / judge through justifying the reliability of the way(s) in which the data was collected.</i>
3	6-7 marks Accurate awareness of the reliability of the data collection technique(s) to collect qualitative and / or quantitative data.	3 marks Applies knowledge and understanding of qualitative and / or quantitative data collection to produce a thorough and coherent justification that is supported by physical geography fieldwork evidence. Applies knowledge and understanding of reliability of data collection methods which is supported by physical geography fieldwork evidence.
2	3-5 marks A partial awareness of the reliability of the data collection technique(s) to collect qualitative and / or quantitative data.	2 marks Applies knowledge and understanding of qualitative and / or quantitative data collection to produce a coherent but partial justification that is supported by some physical geography fieldwork evidence. Applies some knowledge and understanding of reliability of data collection methods which is supported by physical geography fieldwork evidence.
1	1-2 mark Limited awareness of the reliability of the data collection technique(s) to collect qualitative and / or quantitative data.	1 mark Applies knowledge and understanding of qualitative and / or quantitative data collection to produce a justification with limited coherence and support from some physical geography fieldwork evidence. Limited application of knowledge and understanding of reliability of data collection methods which is supported by limited physical geography fieldwork evidence.
0	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

5. Discuss the appropriateness of two data presentation techniques you used to present primary and / or secondary data in your human geography investigation.						
Enquiry process stage 3	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
				4	6	10

Indicative content

The specification indicates that candidates are expected to be able to process a range of field and any relevant secondary data / information using quantitative and qualitative methods in order to lead to appropriate analysis; therefore, any methods of data presentation will be acceptable, as long as they are related to the candidate's **human** geography fieldwork investigation. The most common usage is likely to be graphical, although cartographical may also feature. The focus should be on the appropriateness of method of presentation and evaluation of its suitability in showing the data collected. An approach discussing strengths and weaknesses is acceptable where evaluation is present.

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.

AO3

AO3 content encompasses investigating questions and issues and in the context of the question refers to primary / secondary data presentation techniques appropriate to the stated human geography investigation. This may include:

- Graphical techniques
- Cartographical techniques
- Annotated photographs
- Field sketches
- Tables.

AO2

Candidates demonstrate knowledge and understanding to give possible explanations of the appropriateness of the chosen data presentation techniques in the stated human geography investigation. Relevant responses may include:

- 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.

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.

Award the marks as follows:		
	AO3 (6 marks)	AO2.1c (4 marks)
Band	<i>Demonstrates use of appropriate techniques to display primary / secondary data techniques.</i>	<i>Applies knowledge and understanding to appraise / judge through discussing the appropriateness of two techniques.</i>
3	5-6 marks Demonstrates evidence that data presentation techniques were used appropriately and effectively to investigate geographical questions and issues. Demonstrates through discussion of the experience, the advantages and disadvantages of data presentation techniques together with an awareness of alternative techniques supported by appropriate evidence from their human geography investigation.	4 marks Applies knowledge and understanding from their human geography fieldwork investigation to produce a thorough and coherent discussion that is supported by evidence. Applies knowledge and understanding from their human geography fieldwork investigation to produce a thorough and coherent discussion to judge the extent to which the data presentation techniques were appropriate and effective allowing valid conclusions to be reached. Applies knowledge and understanding from their human geography fieldwork investigation to produce a thorough and coherent discussion to judge the extent to which the data presentation techniques.
2	3-4 marks 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. Demonstrates partial discussion of the data presentation, the practical advantages of data presentation techniques partially supported by mostly appropriate evidence from their human geography investigation.	2-3 marks Applies knowledge and understanding from their human geography own fieldwork investigation to produce a coherent but partial discussion that is supported by some evidence. Applies knowledge and understanding from their human geography fieldwork investigation to produce a coherent but partial discussion 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. Applies knowledge and understanding from their human geography fieldwork investigation to produce a coherent but partial discussion to judge the extent to which the data presentation techniques allowed valid conclusions to be reached.
1	1-2 mark Demonstrates limited evidence that data presentation techniques were suitable and were used appropriately and effectively to investigate geographical questions and issues. Demonstrates limited evaluation of the experience and the practical advantages of data presentation techniques. Limited supporting evidence from their human geography investigation.	1 mark Applies knowledge and understanding from their human geography fieldwork investigation to produce a discussion with limited coherence and support from some evidence. Limited application of knowledge and understanding from their human geography fieldwork investigation to judge the extent to which the data presentation techniques were appropriate and effective. Limited application of knowledge and understanding from their human geography fieldwork investigation to judge the extent to which the data presentation techniques allowed valid conclusions to be reached.
0	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted