



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCSE

In Geography Spec B (1GB0) Paper 02

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Paper 2 Mark Scheme

Question	Answer	Marks
1(a)	C – Sea-level rise	(1)

Question	Answer	Marks
1(b)	A – Freeze-thaw	(1)

Question	Answers	Marks
1(c)	<p>Award one mark for identifying an appropriate impact of glaciation and a second mark for making the correct explanatory link to the impact on landscape.</p> <p>Creation of (U-shaped) valleys/cirques or any other glacial or fluvio-glacial feature (1) from glaciers in upland areas eroding pre-existing landscapes (1)</p> <p style="text-align: center;"></p> <p>Creation of depositional landforms/landscapes such as drumlin fields/till plains or any other glacial or fluvio-glacial features (1) from depositional processes such as ablation (1)</p> <p>Accept moulding of the landscape. Breaking up of the landscape/wearing Reward creation of valley, even if refer to V shape valley</p> <p><b>Accept any other appropriate response</b></p>	<p>(2)</p> <p>(1+1)</p>

Question	Answer	Marks
2 (a) (i)	A destructive wave or appropriate synonym of same (1)	(1)

Question	Answer	Marks
2 (a) (ii)	<p>A – a long fetch across the Atlantic Ocean</p> <p>All other answers are clearly wrong</p>	(1)

Question	Answer	Marks
2(b)	<p>Climate change may increase storminess (1) because of larger areas of warm water generating more energy in the atmosphere and so more storms (1)</p> <p>More hurricane generation because of higher tropical temperatures (1) which will create more temperate storms affecting the UK (1)</p> <p>Accept make 'makes sea hotter'; Climate increases – implicit climate change</p> <p><b>Accept any other appropriate response</b></p>	<p>(2)</p> <p>(1+1)</p>

Question	Answer	Marks
2(c)	<p>Award one mark for the difference as in; headlands and bays on discordant, absent on concordant or one parallel to geology (concordant) – one quasi-perpendicular to geology (discordant) (1)</p> <p>Extensions will vary according to starting point but will include; the form of the coastline – ‘straight’ or with bays and headlands or equivalent <b>or</b> because of different attitude of rocks (1) which will cause differences in rates of erosion/retreat on discordant coasts (1) which will result in bays and/or headlands on discordant coasts (1) unlike concordant coasts which will be more uniform (or related idea) (1)</p> <p style="text-align: right;"></p> <p><b>Accept any other appropriate response</b></p>	<p>(4)</p> <p>(1) +</p> <p>(1+1+1)</p>

Question	Answer	Marks
3 (a)	<p>C – Meanders</p> <p>All other answers are self-evidently mistaken</p>	(1)

Question	Answers	Marks
3 (b)	<p>Award one mark for identifying correct reason and a second for extending that idea to apply it to transport processes. Allow one mark for an ‘extension’ without a named process.</p> <p>Solution (1) when rock minerals enter the water having been chemically dissolved (1)</p> <p>Suspension (1) when rock particles are small enough and light enough to be carried by moving water (1)</p> <p>Traction/bedload (1) when rock material is rolled along a riverbed in times of high discharge (1)</p> <p>Saltation (1) when material is partially in suspension and partially bedload thus moving in a series of ‘jumps’ (1)</p> <p><b>Accept any other appropriate response</b></p>	<p>(2)</p> <p>(1+1)</p>

Question	Answer	Marks
<p><b>3(c)</b></p>	<p>A number of possibilities but note that question is 'landscapes' not river channels, so might include;</p> <p>Upper courses have narrower valleys because discharge is lower (1) and (thus) erosion is less (1)</p> <p>Lower courses have more meandering channels because of higher discharge and (1) more lateral erosion (1)</p> <p>Upper courses are irregular and include rapids/ waterfalls because of lower discharge (1) and so less landscape modification (1)</p> <p>Upper course river channels are different because much less water (1) so less effective at eroding so shallower/narrower (1)</p> <p>Allow 'human' responses as in.....</p> <p>Lower course landscapes are dominated by settlement/agriculture because floodplains are fertile (1) so attractive for people and human activity (1)</p> <p>The command word is 'Explain..' - there is no reward for description however detailed.</p> <p>Accept any other appropriate response</p>	<p><b>(4)</b></p> <p><b>(1+1) +</b> <b>(1+1)</b></p>

Question	Indicative content
4	<p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Metamorphic and igneous rocks are generally more resistant to erosion and reflect past volcanic activity</li> <li>• So form higher ground with mountainous areas in much of Scotland and North Wales as a result</li> <li>• Higher ground more likely to be moorland with imposing landscapes and much surface rock/scree</li> <li>• Lochs formed from over-deepened valleys in Scotland</li> <li>• Lowland areas will be dominated by farmland and less imposing landscapes</li> <li>• Lowland areas often covered with superficial deposits such as alluvium</li> <li>• Geology one of several factors contributing to landscape development – other factors being climate, glaciation, human settlement</li> </ul> <p><b>AO4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Areas of metamorphic and igneous rocks are often higher ground</li> <li>• In some areas there is a very close correspondence – especially in Scotland</li> <li>• But not always the case – south west Ireland – the Pennines in England</li> <li>• The other areas are (obviously) sedimentary rocks</li> <li>• These areas are mostly lowland areas, but they vary as in south east England</li> <li>• Coastline more complex in areas of igneous/metamorphic rocks</li> </ul> <p><b>Remember that this is assessed by levels – please refer to the levels descriptors – the indicative content does not translate into individual marks.</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>

Question number	Answer	Marks
5 (a)(i)	A - Northern Ireland  There is other appropriate response	(1)

Question number	Answer	Marks
5(a)(ii)	Allow one mark for correct answer 42.5% - and second mark for legitimate working  166 out of total 385 of 212+166+13 = 391 so $166/391 \times 100 = 42.5\%$	(2)  (1+1)

Question number	Answer	Marks
5(a) (iii)	Allow one mark for each reason.  Cities attracting students (1)  Cities attract people because of social/cultural attractions (1)  Regeneration of urban places creating jobs for younger people (1)  Movement out of older population because of change/dislike of inner-city (1)  Different types of employment especially tertiary and quaternary (1)  In-migration of (younger) foreign workers (1)  <b>Accept any other appropriate response</b>	(2)  (1 + 1)

Question number	Answer	Marks
5 (b)	<p>Award one mark for basic reason and a second through an extension which might be an application of that idea.</p> <p>Increase in some sectors e.g. finance and business services (1) because of UK's/London's global role (1)</p> <p>Rise in incomes/borrowing (1) driving higher consumption so more employment in retail/leisure etc (1)</p> <p>Population growing (1) therefore need for services such as Drs/teachers (1)</p> <p>Uneducated/low level skills they have to find tertiary jobs (1) need to specify type of tertiary job, e.g. serving in McDonalds (1)</p> <p>As become more educated/higher education (1), therefore more suited to skilled jobs such as in financial, legal sector etc. (1)</p> <p>Deindustrialisation or decline in primary employment (1) so (statistical) increase in growth of tertiary sectors (1)</p> <p><b>Accept any other appropriate response</b></p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
6 (a)(i)	D = North-east corner of the map	(1)

Question number	Answer	Marks
6(a)(ii)	<p>Allow one mark for any reasonable expression of the following idea.</p> <p>Residential use/homes/houses (1)</p>	(1)

Question number	Answer	Marks
6 (a)(iii)	<p>Award one mark for identifying a basic reason for variation in building height and a further mark for expansion/application of that idea that clarifies why it varies.</p> <p>Because of different levels of demand for space (1) which makes it profitable to intensify use of space by building upwards (1)</p> <p>Because of costs of land (1) making it more profitable to build upwards to intensify land use (1)</p> <p>Because of planning regulations (1) which allow higher buildings in some places but not others (1)</p> <p>Because of the age of the property (1) old buildings in the centre can</p>	<p>(2)</p> <p>(1+1)</p>

	be single storey/low compared to newer/modern high-rise buildings (1)  <b>Accept any other appropriate response</b>	
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Question number	Answer	Marks
<b>6 (b)</b>	<p>Award one mark for identifying a basic negative/positive effect and a further mark for expansion/application of that idea</p> <p>Specific detail will depend on chosen UK city but expect...</p> <p>It attracts more people who spend more money or more inward investment (1) because of the improved physical/built environment (1)</p> <p>Increase in income generated (1) because area attracts more people locals/tourist/shoppers (1)</p> <p>Attracts potential employees (1) because of improved employment opportunities/businesses (1)</p> <p>Increased attraction for both locals and tourists (1) so improved employment opportunities/businesses (1)</p> <p>Many people are displaced (1) because of lack of availability of affordable housing (1)</p> <p>Extra loading on buses/trains etc/traffic jams (1) because of economic growth/population growth (1)</p> <p><b>Accept any other appropriate response</b></p>	<p><b>(4)</b></p> <p><b>(1+1) + (1+1)</b></p>

Question number	Answer	Marks
<b>6(c)</b>	<p>Award one mark for outlining/explaining a basic change and then up to three further marks for expansion/application of the reason for that change.</p> <p>Specific detail will depend on chosen UK city but expect...</p> <p>More ethnic diversity (1) with the emergence of distinctive areas in the city e.g. Brick Lane in London (1) leading to more/less tensions between communities and/or similar extension of broader impact (1) more cultural mixing with availability of different foods/fashions etc (1)</p> <p>Changing age structure (1) because of younger age profile of in-migrants (1) increase in total population size (1) which in turn will change the rates of natural increase (1) which can invigorate the local economy in previously run-down areas (1).</p> <p>Allow up to 1 mark for any detail/data drawn from the case-study to support a point.</p> <p>Accept any other appropriate response</p>	<p><b>(4)</b></p>

Question	Indicative content
7	<p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Basic cause is likely to be both variety and number of jobs</li> <li>• Obviously smaller places have fewer long-term possibilities</li> <li>• Likely that significant numbers of graduates of larger universities in larger cities are natives of those cities so they stay at home faster graduation</li> <li>• Some of the top 5 are in quite remote locations or, conversely close to London (e.g. Reading)</li> <li>• London likely to be the big 'winner' in this thus reinforcing its dominance in the UK economy – keeping 120 000 graduates each year!</li> <li>• Making it more attractive in long-term</li> <li>• Many London students actually live in London: and go to university in London</li> <li>• Large cities in the context of their area London, Birmingham, Belfast</li> </ul> <p><b>AO4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Bottom 5 universities all located in larger places than Top 5 universities</li> <li>• Larger universities located in larger cities</li> <li>• These retain a higher % of their graduates</li> <li>• This relationship not perfect</li> <li>• London far better graduate retention than any other – 15% better than next best (Manchester)</li> <li>• Worst at retention (Exeter) in smallest town/city (117,000)</li> </ul> <p><b>Remember that candidate responses are assessed by levels – please refer to the levels descriptors – the indicative content does not translate into individual marks.</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul>

Level 2	4-6	<ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>
Level 3	7-8	<p>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</p> <ul style="list-style-type: none"> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>

### Marks for SPGST

Performance	Marks	Descriptor
SPaG 0	0	<p><i>No marks awarded</i></p> <ul style="list-style-type: none"> <li>Learners write nothing.</li> <li>Learner's response does not relate to the question.</li> <li>Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
SPaG 1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
SPaG 2	2-3	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
SPaG 3	4	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>

Question number	Answer	Marks
8 (a) (i)	<p>Typical answers will either focus on more than one beach /coastal characteristic and how they relate, or one beach/coastal characteristic and how they vary between different locations and/or at different sites in one location.</p> <p>Accept reference to coastal defences as could be at the back of the beach and topic focus in on coastal management.</p> <p>Is there a relationship between rock type (1) and the range of beach gradients found at both locations (1)</p> <p>Do differences in the aspect of the beach affect its morphology (1) because of different wave energy environment? (1)</p> <p>Do differences in coastal management at the two locations(1) affect beach morphology/gradient/sediment size? (1)</p> <p>The coarser the beach material (1) the steeper the gradient (1)</p> <p><b>Allow any other appropriate response</b></p>	<p><b>(2)</b></p> <p><b>(1+1)</b></p>
Question number	Answer	Marks
8 (a) (ii)	<p>Award one mark for identifying a legitimate problem and a further mark for applying it these locations and these sites, as opposed to others.</p> <p>Only Location A appears to be managed (although some of Location B out of view) (1) so no contrast possible (1)</p> <p>Access appears difficult at Location B (1) so health and safety issue (1)</p> <p>Waves appear to be powerful at Location B (1) so health and safety issue (1)</p> <p>Beach materials include large boulders (1) which might make results unreliable (1)</p> <p>Allow answers that focus on the 'problems' that might arise from the lack of reliability of the data as in;</p> <p>The beach at location A may have had beach renourishment (1) which makes the data unreliable (1)</p> <p><b>Allow any other appropriate response</b></p>	<p><b>(4)</b></p> <p><b>(1+1) +</b></p> <p><b>(1+1)</b></p>

Question number	Answer	Marks
8 (a) (iii)	<p>Award one mark for identifying a reasonable use of OS maps and a second for how it might help choose location/sites.</p> <p><b>Locations</b>  Distance to place can be worked out (1) which helps plan the day (1)</p> <p>Some maps (1:25000) will show beach management e.g. groynes (1) which helps develop the idea of contrast (1)</p> <p>Establish whether the beach is accessible by public rights of way (1) which will help manage safety and timings (1)</p> <p>Locations of different beaches – overview (1) length of the beach so that able to get 3 profiles for measurement (1)</p> <p><b>Sites</b>  Distances on the beach can be worked out (1) to allow a systematic sample to be carried out (1)</p> <p>Sites can be chosen to reflect different aspects of the beach (1) such as aspect, length and sediment (1)</p> <p><b>Limit to three marks if only one of locations or sites addressed</b></p> <p><b>Allow any other appropriate response</b></p>	<p><b>(4)</b></p> <p><b>(1+1) + (1+1) or</b></p> <p><b>1 + (1+1+1)</b></p>

Question Number		Indicative content
8 (b)		<p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Reference should be made to the results of data collection in terms of specific locations and the relationship with management of coastal communities.</li> <li>• Conclusions reached should be clear with references to potential for error.</li> <li>• Assessment should include a clear distinction between accuracy and reliability.</li> <li>• Accuracy might be explored through the quality of equipment used.</li> <li>• Accuracy might be explored through and the care taken by the students.</li> <li>• Reliability might be explored in terms of how typical the day was when primary data was collected.</li> <li>• Reliability might be explored through the quality of sampling in the selection of sites</li> <li>• Reliability might be considered in terms of the age of the secondary data.</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• Should include references to primary data gathered, focussing on work on beaches to measure beach morphology.</li> <li>• Should include references to primary data gathered, focussing on beach sediment.</li> <li>• Should include references to the use of geology maps as part of secondary data.</li> <li>• Might include coastal management plans mostly derived from ICZM plans downloaded from the internet.</li> <li>• Might include maps, present and past to show changes in the coastal environment.</li> <li>• Might include meteorological data to examine trends in storm events.</li> <li>• Might include local plans including local land-use zoning which suggest priorities for coastal protection.</li> <li>• Might include local and national news sources covering historic events which impact on current policies.</li> <li>• Might include use of websites to derive property values (e.g. Zoopla) which will impact on current decision making.</li> </ul> <p><b>Remember that candidate responses are assessed by levels – please refer to the levels descriptors – the indicative content does not translate into individual marks.</b></p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)

		<p>w aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</p>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>

Question number	Answer	Marks
9 (a)(i)	<p>Typical answers will either focus on more than one river /drainage basin characteristic and how they relate, or one river/drainage basin characteristic and how they vary between different locations and/or at different sites in one location.</p> <p>Is there a relationship between rock type (1) and the gradients found at both locations (1)</p> <p>Does channel width and depth (1) increase downstream both between sites and locations (1)</p> <p>Is bankfull capacity different (1) so affecting flood risk (1)</p> <p><b>Allow any other appropriate response</b></p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
9 (a) (ii)	<p>Award one mark for identifying a legitimate problem and a further mark for applying it these locations and these sites, as opposed to others.</p> <p>Neither location appears to be managed (1) so no contrast possible (1)</p> <p>Streams appear very similar (1) so no contrast possible (1) Access appears difficult (1) so health and safety issue (1) River appears to be powerful (1) so health and safety issue (1)</p> <p>Stream bed looks chaotic/varied (1) which might make results unreliable (1)</p> <p><b>Allow any other appropriate response</b></p>	<p>(4)</p> <p>(1+1) + (1+1)</p>

Question number	Answer	Marks
9 (a) (iii)	<p>Award one mark for identifying a reasonable use of OS maps and a second for how it might help choose location/sites.</p> <p><b>Locations</b></p> <p>Distance to place can be worked out (1) which helps plan the day (1)</p> <p>Some maps (1:25000) will show river management e.g. channelisation (1) which helps develop the idea of contrast (1)</p> <p>Establish whether the stream is accessible by public rights of way (1) which will help manage safety and timings (1)</p> <p><b>Sites</b></p> <p>Width of the stream can be worked out (1) to allow a systematic sample to be carried out (1)</p>	<p>(4)</p> <p>(1+1) + (1+1) or</p> <p>1 + (1+1+1)</p>

	<p>Sites can be chosen to reflect different aspects of the stream (1) such as width, depth and gradient (1)</p> <p><b>Limit to three marks if only one of locations or sites addressed</b></p> <p><b>Allow any other appropriate response</b></p>	
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Question Number		Indicative content
9 (b)		<p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Reference should be made to the results of data collection in terms of specific locations and the relationship with flood risk.</li> <li>• Conclusions reached should be clear with references to potential for error.</li> <li>• Assessment should include a clear distinction between accuracy and reliability.</li> <li>• Accuracy might be explored through the quality of equipment used.</li> <li>• Accuracy might be explored through and the care taken by the students.</li> <li>• Reliability might be explored in terms of how typical the day was when primary data was collected.</li> <li>• Reliability might be explored through the quality of sampling in the selection of sites</li> <li>• Reliability might be considered in terms of the age of the secondary data.</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• Should include references to primary data gathered focussing on changes in river channel characteristics</li> <li>• Should include references to primary data gathered focussing on factors that might influence flood risk</li> <li>• Should include Environment Agency flood risk maps.</li> <li>• Might include past maps to show changes in the local environment especially building on the flood plain</li> <li>• Might include meteorological data to examine trends in storm events.</li> <li>• Might include local plans including local land-use zoning which suggest priorities for flood protection.</li> <li>• Might include local and national news sources covering historic events which impact on current policies.</li> <li>• Might include use of websites to derive property values (e.g. Zoopla) which will impact on current decision making.</li> </ul> <p><b>Remember that candidate responses are assessed by levels – please refer to the levels descriptors – the indicative content does not translate into individual marks.</b></p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited</li> </ul>

		relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4-6	<ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>

Question number	Answer	Marks
10 (a)	<p>Award one mark for identifying a legitimate method of quantitative data collection and a further mark for developing that idea.</p> <p>Use of a (bipolar) environmental survey (1) measuring various aspects of the built environment in contrasting areas (1)</p> <p><b>Allow any other appropriate response</b></p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
10 (b)	<p>Award one mark each for following;</p> <p>Diagram gives clear indication of <b>type</b> of data gathered e.g. building height (1)</p> <p>Diagram has clear indication of the results e.g. numbers and/or locations showing differences from place to place/time to time (1),</p> <p><b>Thus 2 marks for the labelled diagram (without annotations)</b></p> <p>Annotations provide a basic explanation of the results (1) a second and/or developed explanation e.g. Building height is a reflection of location and/or cost of land. (1)</p> <p><b>If no diagram is presented no marks can be awarded.</b></p> <p><b>Allow any other appropriate response</b></p>	<p>(4)</p> <p>(1+1) + (1+1)</p>

Question number	Answer	Marks
10 (c)	<p>Award one mark for basic point and further mark(s) for the development of that point. Depends on data collected but expect.</p> <p>Do not expect distinction between reliability and accuracy.</p> <p>Better equipment (1) detail of the same (1)</p> <p>More data collected (1) to improve sample size (1) More care in site selection (1) to give greater range (1)</p> <p>More visits to site (1) to improve number of responses/data collected (1)</p> <p>Visits at different times (1) to allow for variance on populations/environments so improve reliability (1)</p> <p><b>Allow any other appropriate response</b></p>	<p>(4)</p> <p>(1+1) + (1+1) or</p> <p>1 + (1+1+1)</p>

Question Number		Indicative content
10 (d)		<p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The evidence is partial based of 30 questionnaires from an unknown total population.</li> <li>• 30 'sampled' are very unlikely to be representative – Thursday afternoon might be an issue.</li> <li>• 'Randomly selected residents' may not be representative – it is not known whether they are, for example, an accurate reflection of the age-structure or gender structure of these two locations.</li> <li>• No explanation of the 13/10/7 division.</li> <li>• This is a perception study and, as such, may not accurately reflect the reality of either of these environments.</li> <li>• Secondary data might be available to either reinforce or potentially to qualify conclusions drawn from this primary data study.</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• The results are not totally transparent.</li> <li>• When aggregated these are the two most important responses.</li> <li>• However, they are not the most important reasons for all groups.</li> <li>• For 'city centre' dwellers it is proximity to leisure which dominates followed by transport, for the urban fringes it is proximity to countryside but closeness to family is in 2<sup>nd</sup> spot.</li> <li>• For the suburbanites these are indeed the top two categories.</li> <li>• However, suburbanites have much more mixed results – less polarised than other two categories.</li> <li>• So general conclusion would be that the results are mixed.</li> </ul> <p><b>Remember that candidate responses are assessed by levels – please refer to the levels descriptors – the indicative content does not translate into individual marks.</b></p> <p><b>Some candidates tend to explain why people have responded this way rather than assess the quality of the evidence for these conclusions – this is not creditable.</b></p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited</li> </ul>

		relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4-6	<ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>

Question number	Answer	Marks
11 (a)	<p>Award one mark for identifying a legitimate method of quantitative data collection and a further mark for developing that idea.</p> <p>Use of a (bipolar) environmental survey (1) measuring various aspects of the built environment in contrasting areas. (1)</p> <p><b>Allow any other appropriate response</b></p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
11 (b)	<p>Award one mark each for following;</p> <p>Diagram gives clear indication of <b>type</b> of data gathered e.g number of services (1)</p> <p>Diagram has clear indication of the results e.g. numbers and/or locations showing differences from place to place/time to time (1),</p> <p><b>Thus 2 marks for the labelled diagram (without annotations)</b></p> <p>Annotations provide a basic explanation of the results (1) + a second and/or developed explanation e.g. bigger villages had more services because there was more demand (1)</p> <p><b>If no diagram is presented no marks can be awarded.</b></p> <p><b>Allow any other appropriate response</b></p>	<p>(4)</p> <p>(1+1) + (1+1)</p>

Question number	Answer	Marks
11 (c)	<p>Award one mark for basic point and further mark(s) for the development of that point. Depends on data collected but expect.</p> <p>Do not expect distinction between reliability and accuracy.</p> <p>Better equipment (1) detail of the same (1)</p> <p>More data collected (1) to improve sample size (1) More care in site selection (1) to give greater range (1)</p> <p>More visits to site (1) to improve number of responses/data collected (1)</p> <p>Visits at different times (1) to allow for variance on populations/environments so improve reliability (1)</p> <p><b>Allow any other appropriate response</b></p>	<p>(4)</p> <p>(1+1) + (1+1) or</p> <p>1 + (1+1+1)</p>

Question Number		Indicative content
11 (d)		<p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The evidence is partial based of 30 questionnaires from an unknown total population.</li> <li>• 30 'sampled' are very unlikely to be representative – Thursday afternoon might be an issue.</li> <li>• 'Randomly selected residents' may not be representative – it is not known whether they are, for example, an accurate reflection of the age-structure or gender structure of these two locations.</li> <li>• No explanation of the 13/10/7 division.</li> <li>• This is a perception study and, as such, may not accurately reflect the reality of either of these environments.</li> <li>• Secondary data might be available to either reinforce or potentially to qualify conclusions drawn from this primary data study.</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• The results are not totally transparent.</li> <li>• When aggregated these are the two most important responses.</li> <li>• However, they are not the most important reasons for all groups.</li> <li>• For 'Village A' residents it is proximity to leisure which dominates followed by transport, for the Village C residents it is proximity to countryside but closeness to family is in 2<sup>nd</sup> spot.</li> <li>• For the Village B residents these are indeed the top two categories.</li> <li>• However, Village B residents have much more mixed results – less polarised than other two categories.</li> <li>• So general conclusion would be that the results are mixed.</li> </ul> <p><b>Remember that candidate responses are assessed by levels – please refer to the levels descriptors – the indicative content does not translate into individual marks.</b></p> <p><b>Some candidates tend to explain why people have responded this way rather than assess the quality of the evidence for these conclusions – this is not creditable.</b></p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> </ul>

		<ul style="list-style-type: none"> <li>Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>

