



Rewarding Learning

**General Certificate of Secondary Education
2022**

Geography

Unit 3

Fieldwork

[GGY31]

TUESDAY 14 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

AO1 Demonstrate geographical knowledge and understanding of:

- Places, environments, processes and concepts; and
- The inter-relationships between places, environments and processes;

AO2 Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements; and

AO3 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If the answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

Level 1

Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2

Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3

Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

- 1 Study **Fig. 1** which shows stages of the geographical enquiry process. Complete **Fig. 1** by numbering the stages of the geographical enquiry process in the correct order. One has been completed for you.

Do not credit any alternative answer.
Only credit correct answers.

Stage of the geographical enquiry	Order
Presenting and processing data	3
Analysing and interpreting data	4
Drawing conclusions	5
Choosing fieldwork techniques and methods	2
Planning	1 (given)
Evaluating the fieldwork	6

Fig. 1

(5 × [1])

[5]

5

- 2 State the meaning of the term **hypothesis**.

Award [0] for a response not worthy of credit.

Award [1] for a limited or incomplete definition.

e.g. A hypothesis is a statement. (Accept 'a statement which can be tested/under investigation' or 'a proposed explanation for something').

Award [2] for a full definition.

e.g. A hypothesis is a statement which is believed to be true. It is tested during an investigation e.g. river stones get smaller downstream. [2]

e.g. A hypothesis is a statement that is tested during an investigation. [2]

e.g. A hypothesis is a statement you want to test to see if they are correct or not. [2]

[2]

2

- 3 When planning your fieldwork investigation, potential risks were identified. Outline **one** risk you considered when planning your fieldwork investigation and state **two** ways in which this risk could be reduced.

Candidates should identify **one** risk from their fieldwork planning and clearly outline how this could be a risk to them as a person. One word is not enough to outline the risk.

e.g. injury from falling on slippery banks [1]

e.g. being knocked down by traffic [1] [1]

Do not credit answers which do not state **how** it is a risk to them as a person e.g. falling, traffic.

Candidates are then required to state two ways in which this risk could potentially be reduced.

Award [1] for each correct way the risk could be reduced.

e.g. Use traffic lights to cross the road safely.

Risks must match up with the particular coursework selected. Only credit references to weather conditions if they detail specific risks e.g. sunburn/hypothermia.

(2 × [1]) [2]

AVAILABLE
MARKS

3

4 (a) State clearly **one** secondary source used in your fieldwork investigation.

Award [0] for a primary source or a secondary source not related to the overall aim.

Award [1] for a generic or simplistic secondary source that could have been used in the fieldwork investigation. [1]

e.g. textbook

e.g. O.S. map

Award [2] for a specific secondary source that could have been used in the fieldwork investigation.

e.g. school textbook 'GCSE for CCEA Geography'/authors name(s)

e.g. (Discoverer Series) 1:50,000 Coleraine Map/Sheet 4 [2]

e.g. Bradshaw model [1] plus source/reference/year [2] or Conversion table/Calibration Chart or Powers Roundness Scale [1] plus source/reference/year [2]

If reference to GCSE for CCEA Geography does not have author = enough for 2. Equally, OS Map and reference to place or scale or sheet number = enough for 2.

(b) Describe how this secondary source was useful in your investigation.

The answer must relate to the specific secondary source named in part (i) and must fit in with the particular fieldwork described in the fieldwork statement.

Award [0] for a response not worthy of credit.

Award [1] for a basic statement that attempts to show how the secondary source was used to support the investigation.

e.g. The O.S. map was used to identify the different sites to be visited for the river study

e.g. My textbook was used to help me explain trends in the data collected

Award [2] for a statement that gives a clear indication of how the secondary source was used in the investigation.

e.g. The O.S. map was used to identify the different sites to be visited for the river study. The map made sure that each site could be accessed safely/The map ensured xxxxxxxx selected sites which represented the full xxxx of the river from source to mouth.

e.g. My textbook was used to help me explain trends and anomalies in the data collected such as detail on the question of the processes of erosion like attrition and abrasion and how these can impact the course of the river.

For 2 marks, statement must be exact with detail on how the source was directly used within the investigation [2]

AVAILABLE
MARKS

4

- 5 (a) When you planned your fieldwork, you stated at least two hypotheses. Write **one** hypothesis below and draw a graph for it, using data in your table.

AVAILABLE
MARKS

The candidate must clearly state a hypothesis in the space provided. No mark is awarded for the stated hypothesis. If the candidate does not write their chosen hypothesis in the space provided, the submitted statement of fieldwork aims and hypotheses must be checked to establish the likely hypothesis.

The breakdown of marks is as follows:

Only give 1 mark (max) if whole of hypothesis is not covered in the graph title i.e. if hypothesis says width and depth but graph only does width (Title).

If candidate refers to a table or wrong type of graph - only award 1 mark if variables are listed.

Title

Award [1] for a basic title/partial title.
e.g. A graph showing pebble size.

Award [2] for a full title that refers to both variables.
e.g. A bar chart showing how pebble size changes downstream.

Technique

Award [1] for the use of an appropriate graphical technique to present the data from the table of data. Alternatively, if graph scale is too small for the graph paper area for clear presentation of data = no mark.

Accuracy

Award [1] for plotting precisely and accurately some of the available data, less than 50% of the available data is plotted accurately.

Award [2] for plotting precisely and accurately the majority of the available data. There will be errors in the plotting of the data, however, a minimum of 50% of the available data will be plotted accurately.

Award [3] for plotting precisely and accurately all of the data.
Accuracy also includes use of shading and/or use of ruler and/or consistency of approach and/or graph goes beyond graph paper area.

Conventions

Award [1] where at least one convention is missing or incomplete - one axis label might be missing or there are no units of measurement.

Award [2] where both conventions and units of measurement are provided. [8]

- (b) Use the graph you have drawn for **5(a)** to answer question (b).

Describe and explain the pattern/trend that your graph shows with reference to relevant geographical theory. Use figures to support your answer.

Candidate are required to describe and explain their graph as it relates to the stated hypothesis. The description and explanation must be related to the data presented in Question **5(a)**.

Award [0] for a response not worthy of credit.

Level 1 ([1]–[2])

A basic answer which only addresses one or both aspects of the question briefly.

e.g. Pebble size gets smaller downstream. [1]

e.g. Erosion occurs as a river travels downstream. [1]

e.g. Pebble size gets smaller downstream due to erosion. [2]

Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 ([3]–[5])

A limited answer which addresses one or both aspects of the question.

Answers which fully address only one aspect of the question should be restricted to middle level two.

e.g. Pebble size gets smaller downstream. For example, at site 1 pebble size was “X” however by site 6 pebble size was “X”. [3]

e.g. As pebbles travel downstream, they are eroded by abrasion and attrition. [3]

e.g. Pebble size gets smaller downstream. For example, at site 1 pebble size was “X” however by site 6 pebble size was “X”. This is because of erosion. [4]

e.g. Pebble size gets smaller downstream. For example, at site 1 pebble size was “X” however by site 6 pebble size was “X”. This is because of erosional processes such as attrition and abrasion. [5]

Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 ([6]–[8])

A detailed answer which addresses both aspects of the question fully.

e.g. Pebble size gets smaller downstream. For example, at site 1 pebble size was “X” however by site 6 pebble size was “X”. This is because of erosional processes such as attrition which cause pebbles to collide into each other and abrasion. [6]

e.g. Pebble size gets smaller downstream. For example, at site 1 pebble size was “X” however by site 6 pebble size was “X”. This is because of erosional processes such as attrition which cause pebbles to collide into each other thereby becoming smaller in size and abrasion which causes pebbles to grind against the river bank and bed. [8]

Candidates present and organise effectively relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision. [8]

- 6** Choose a **different** hypothesis from the one you used in **Question 5** and write it below.

Describe **one** data collection method that you used to collect the primary data for **this** hypothesis.

Candidates are required to describe how the data collection/methodology for their chosen hypothesis could be carried out. Answers must focus on the collection of primary data only.

Where there is no link between the data collection method and the hypothesis listed in the fieldwork booklet award [0].

If the same hypothesis from Question **5** has been used, award a maximum of Level 1. This point is very important when marking this question.

Award [0] for a response not worthy of credit.

Level 1 ([1])

A basic response which describes the data collection methods linked to the hypothesis.

e.g. A tape measure is needed.

Level 2 ([2]–[3])

A limited response that provides some depth and description of the way that the data was collected,

e.g. A tape measure would be stretched from one bank of the river to the other and a metre stick used to measure depth [2] at regular intervals [3].

Level 3 ([4]–[5])

A detailed response that gives clear, precise instructions about what equipment could be used and how it could be used to collect the data required.

e.g. Stretch a tape measure from one bank of the river to the other and hold it very tightly above the level of water. Next use a wooden metre stick to record the depth of the water. Record the depth from one river bank to the other at 15 cm intervals. [4] Measure the depth of the water in cm at six different sites and record the results onto a data collection sheet. [5]

AVAILABLE
MARKS

5

	AVAILABLE MARKS
7 Describe how you could extend the scope of your geographical fieldwork investigation apart from studying a different variable. Award [0] for an answer not worthy of credit. Award [0] for answer that describes using a different variable. Award [1] for one appropriate way in which the scope of the fieldwork study could be extended. e.g. The fieldwork could be completed on a different day/month/time e.g. More sites could be visited along the river e.g. Visit a different river Award [2] for a further description on how the fieldwork study could be extended. e.g. The fieldwork could be completed on a different day/month/time and the results compared with the previous results e.g. More sites could be visited along the river to get a fuller picture of how it changes from source to mouth [2]	2
8 Explain how other additional primary data could be useful to help you meet the overall aim of your fieldwork study. Award [0] for an answer which is not related to their overall aim. Award [1] for a basic response. e.g. We could also collect data on the number of pedestrians. e.g. We took photos on the trip. [1] 1 mark for a reference to any additional primary data. Award [2] for a limited response e.g. We could also collect data on the number of pedestrians in different parts of the town. [2] e.g. We took photos with our phones of the river to compare the different sites. [2] Award [3] for a detailed response. e.g. We could also collect data on the number of pedestrians in certain parts of the town. This will improve our knowledge on the characteristics associated with the CBD. e.g. We took photos with our phones of the river to compare the different sites which allowed us to identify anomalies/human activity in the different parts of the river. [3] Answer should usually focus on data that is not on the table/data not referred to in the two hypotheses identified. Must be primary data. [3]	3
Total	40