



A LEVEL

Geography

GEO4A / Geography Fieldwork Investigation
Mark scheme

2030
June 2015

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

GEO4A General Guidance for GCE Geography Assistant Examiners

The mark scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communication but where questions are 'Levels' marked, written communication will be assessed as one of the criteria within each level.

Level 1: Language is basic, descriptions and explanations are over simplified and lack clarity.

Level 2: Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

Level 3: Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Marking – the philosophy

Marking is positive and not negative.

Mark schemes – layout and style

The mark scheme for each question will have the following format:

- a) Notes for answers (nfa) – exemplars of the material that might be offered by candidates
- b) Mark scheme containing advice on the awarding of credit and levels indicators.

Point marking and Levels marking

- a) Questions with a mark range of 1-4 marks will be point marked.
- b) Levels will be used for all questions with a tariff of 5 marks and over.
- c) Two levels only for questions with a tariff of 5 to 8 marks.
- d) Three levels to be used for questions of 9 to 15 marks.

Levels Marking – General Criteria

Everyone involved in the levels marking process (examiners, teachers, students) should understand the criteria for moving from one level to the next – the 'triggers'. The following general criteria are designed to assist all involved in determining into which band the quality of response should be placed. It is anticipated that candidates' performances under the various elements will be broadly inter-related. Further development of these principles will be discussed during the standardisation process. In broad terms the levels will operate as follows:

Level 1: attempts the question to some extent (basic)

An answer at this level is likely to:

- display a basic understanding of the topic
- make one or two points without support of appropriate exemplification or application of principle
- give a basic list of characteristics, reasons and attitudes
- provide a basic account of a case study, or provide no case study evidence
- give a response to one command of a question where two (or more) commands are stated e.g. “describe and suggest reasons”
- demonstrate a simplistic style of writing perhaps lacking close relation to the terms of the question and unlikely to communicate complexity of subject matter
- lack organisation, relevance and specialist vocabulary
- demonstrate deficiencies in legibility, spelling, grammar and punctuation which detract from the clarity of meaning.

Level 2: answers the question (well/clearly)

An answer at this level is likely to:

- display a clear understanding of the topic
- make one or two points with support of appropriate exemplification and/or application of principle
- give a number of characteristics, reasons, attitudes
- provide clear use of case studies
- give responses to more than one command e.g. “describe and explain..”
- demonstrate a style of writing which matches the requirements of the question and acknowledges the potential complexity of the subject matter
- demonstrate relevance and coherence with appropriate use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which do not detract from the clarity of meaning.

Level 3: answers the question very well (detailed)

An answer at this level is likely to:

- display a detailed understanding of the topic
- make several points with support of appropriate exemplification and/or application of principle
- give a wide range of characteristics, reasons, attitudes
- provide detailed accounts of a range of case studies
- respond well to more than one command
- demonstrate evidence of discussion, evaluation, assessment and synthesis depending on the requirements of the assessment
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and incompleteness/ tentativeness of explanation
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation which contribute to complete clarity of meaning.

Mechanics of marking

- All errors and contradictions should be underlined.
- Various codes may be used such as: 'rep' (repeated material), 'va' (vague), 'NAQ' (not answering question), 'seen', etc.
- Use a wavy line to indicate weak dubious material (avoiding crossing out).
- Unless indicated otherwise, always mark text before marking maps and diagrams. Do not give double credit for the same point in text and diagrams.

Annotation of Scripts

It is most important that examiners mark clearly, according to the procedures set out below.

- The right hand margin should be used for marks only.
- Where an answer is marked using a levels response scheme, the examiner should annotate the scripts with 'L1', 'L2', or 'L3' at the point where that level has been reached in the left hand margin. At each point where the answer reaches that level, the appropriate levels indicator should be given. In addition, examiners may want to indicate strong material by annotating the script as 'Good Level...'. Further commentary may also be given at the end of the answer. Where an answer fails to achieve Level 1, zero marks should be given.
- Where answers do not require levels of response marking, the script should be annotated to show that one tick equals one mark. The tick should be positioned in the part of the answer which is thought to be creditworthy. For point marked question where no creditworthy points are made, zero marks should be given.

1	<p>Notes for answers</p> <p>The answer will include reference to any measures taken in the assessment of risk in the planning stage and in the field. The actual balance will depend on the individual candidate's experience.</p> <p>The planning stage (P) could cover types of risk assessment documentation and how risk is assessed. The value of a preparatory visit to the area and/or testing any equipment to be used as part of risk assessment may be discussed, though not all candidates will have had the opportunity to do this. The use of group data and the security it provides may also be suggested; this might include the composition of a group in some cases.</p> <p>In the field (F), continuous risk monitoring as the fieldwork data is collected, leading to modifications of the actual data collection, e.g. a rapid increase in river volume as the day progresses, unforeseen bad weather or emergency road works affecting traffic flow or access to and in town centres.</p> <p>It may well be that the planned risk assessment is confirmed in the field, so further adaptation is unnecessary, though continuous vigilance could be required.</p> <p>The response will justify the steps taken to assess the risks identified for the selected investigation to access Level 2.</p> <p>Level 1 - Midpoint 3 Basic description of the risk assessment measures, in planning and/or in the field; documentation mentioned. Justification of measures taken to assess risk will be lacking. No/basic reference to the candidate's own fieldwork.</p> <p>Level 2 - Midpoint 7 Risk assessment measures described clearly, clear understanding of the procedures involved in planning and in the field. Clear attempt to justify the measures taken to assess risk in planning and in the field. Some imbalance between coverage of planning and in the field, balance at top of band. Reference to the candidate's fieldwork investigation.</p>	<p>[8 marks] AO1 – 2 AO2 – 2 AO3 – 4</p> <p>[1-4 marks]</p> <p>[5-8 marks]</p>
---	---	---

2	<p>Notes for answers</p> <p>The method selected will be relevant to the investigation. There will be description of the method and an assessment of its effectiveness in supporting the aim(s). Links between the effectiveness and the aim(s) will be developed in the better answers. .</p> <p>Level 1 - Midpoint 3 Basic description of the method of data collection selected and/or the aim(s). Assessment of effectiveness lacking. Basic/No reference to the candidate's own fieldwork.</p> <p>Level 2 - Midpoint 8 Method of data collection described clearly, clear understanding of the method of data collection. There may be some imbalance between the assessment of the effectiveness of the method and supporting the aim(s); clear assessment of the effectiveness at the upper end. Reference to the candidate's fieldwork investigation present.</p> <p>Level 3 - Midpoint 12 Detailed account of the method of data collection, the effectiveness of the method of data collection and the support for the aim(s). Convincing reference to the candidate's own fieldwork. The candidate thinks like a geographer.</p>	<p>[12 marks] AO1 – 2 AO2 – 4 AO3 – 6</p> <p>[1-5 marks]</p> <p>[6-10 marks]</p> <p>[11-12 marks]</p>
---	--	---

3	<p>Notes for answers</p> <p>Any technique of data presentation is acceptable, related to the fieldwork experience. Although the most frequent is likely to be graphical, cartographical may also feature. Statistical skills would also be acceptable, if used in a presentational format. Description of the technique may be present, but is not required. The focus should be on an explanation of the ways interpretation of the data collected was aided. Limitations are not required.</p> <p>Level 1 - Midpoint 3 Basic identification and possible description of a technique of data presentation. No explanation of its use in the investigation linked to aiding interpretation of the data. No/basic reference to the candidate's own fieldwork investigation.</p> <p>Level 2 - Midpoint 7 Clear identification of a technique of data presentation, with clear explanation of how the method aided interpretation. There is clear reference to the candidate's own fieldwork investigation.</p>	<p>[8 marks] AO1 – 2 AO2 – 3 AO3 – 3</p> <p>[1-4 marks]</p> <p>[5-8 marks]</p>
----------	---	---

4	<p>Notes for answers</p> <p>There will be a reference to the aim(s) and thus an evaluative assessment of the help provided by the results of the fieldwork investigation with regard to these. This assessment can be focused in a number of ways in which the results of the fieldwork investigation had helped to achieve the aim(s). There may also be reference to assessment of the methods of data collection, presentation, results & analysis and conclusions; there may also be reference to the candidate's own personal geographical development, but the focus is on the assessment of the role of the results to gain full marks.</p> <p>Level 1 - Midpoint 3 Basic, descriptive awareness of the aim(s) of the investigation and the results, without an evaluative assessment of the help provided by the results of the fieldwork investigation. No reference to the candidate's own fieldwork/results.</p> <p>Level 2 - Midpoint 8 Clear reference to the aim(s) and some evaluative assessment of the help provided by the results of the fieldwork investigation. Some imbalance between this reference to the aims and the evaluative assessment. Clear reference to the candidate's own fieldwork. Clear reference to results, may be generalised at the lower end.</p> <p>Level 3 - Midpoint 12 Detailed reference both to the aim(s) and results and detailed evaluative assessment of the help provided by the results of the fieldwork investigation. Balance between the aim(s) and the evaluative assessment. Detailed and consistent reference to the candidate's own fieldwork. Detailed reference to results. The candidate is thinking like a geographer.</p>	<p>[12 marks] AO1 – 2 AO2 – 4 AO3 – 6</p> <p>[1-5 marks]</p> <p>[6-10 marks]</p> <p>[11-12 marks]</p>
---	--	---

<p>5(b)</p>	<p>Notes for answers</p> <p>There are a number of obvious flow map alternatives: flow line, trip line, but any techniques (T) are acceptable, i.e. any cartographic technique can be used as long as there is an attempt to show movement.</p> <p>Flow line. This is used to show movement. The width of the line is proportional to the value of movement along the actual route between the origin and destination.</p> <p>Trip line. This is the simplest – it shows the origin and destination of each individual journey with a straight line. This can be used to establish catchment areas. No proportional lines are shown, thus the data is not aggregated.</p> <p>The cartographic alternatives include located (on a base map) proportional symbols (proportional circles, bars, squares, semicircles) at origin and destination for example. Pie charts/proportional divided circles also can be located on a base map to show in and out-migration. Possible to use divergence graphs, overlays, choropleth (if converted from whole numbers). Other alternatives that the candidate can validly justify are equally acceptable as long as they are used cartographically.</p> <p>The base is that desire lines are the best technique to show this information; this would be an evaluative comment and worthy of appropriate credit.</p> <p>Level 1 - Midpoint 3 Description of alternative techniques. One technique covered only. Lacks evaluation of effectiveness of alternative cartographic technique(s).</p> <p>Level 2 - Midpoint 8 Clear evaluation of alternative cartographic techniques and clear reference to effectiveness. Some imbalance between the techniques, decreasing up the band.</p> <p>Level 3 - Midpoint 12 Detailed evaluation of alternative cartographic techniques, with detailed reference to effectiveness. Thinking like a geographer.</p>	<p>[12 marks] AO1 – 1 AO2 – 4 AO3 – 7</p> <p>[1-5 marks]</p> <p>[6-10 marks]</p> <p>[11-12 marks]</p>
--------------------	--	---