

INTERNATIONAL A-LEVEL GEOGRAPHY GG05

Paper 5 Fieldwork and Geographical Skills

Mark scheme

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Version: 1.0 Final



2 5 1 X G G 0 5 / M S

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 Examiner.

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.

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International A-level Geography mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study geography in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about geography. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none">• investigate geographical questions and issues• interpret, analyse and evaluate data and evidence• construct arguments and draw conclusions.

The marking grids

Do not think of levels equaling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the lead examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes.

Section A**Total for this section: 45 marks**

Question	Part	Marking guidance	Total marks
01		<p>Outline how sampling could be used in a geographical enquiry.</p> <p>AO1 – Award up to 4 marks for knowledge and understanding of how sampling could be used (1) with additional credit for developed points (d).</p>	<p>4</p> <p>AO1=4</p>

Indicative content

- Sampling should be conducted in ways that are fair (unbiased) (1).
- Sampling should be carried out in ways that ensure the data collected is representative of the total population (1).
- Sampling could be performed in a random way (1) in which members of the population are chosen with an equal chance of being selected (d).
- Samples can be systematic (1) whereby members of the population are chosen in a regular way (d).
- Structured/stratified sampling can be used (1) when the population (entire possible data set) has different groups/subsets (d).
- Any structured/stratified sampling must be done in a way that is proportional to the relative size of the groups/subsets (1).
- After the groups / subsets have been chosen, samples are then drawn in either a random or a systematic way (1).
- Credit understanding that samples can be point/line/area/quadrats (1).
- Credit examples used to illustrate understanding eg in a study of beach sediment, measurements of pebbles could be taken systematically at 10 m intervals along a beach transect (1).
- Points could be randomly chosen from a map using a random number generator in a survey of land use (1).
- Award one mark for a list of sampling approaches (random, systematic, stratified) without further development (1).
- Credit other valid points.

Question	Part	Marking guidance	Total marks
02	1	<p>State ONE advantage and ONE disadvantage of using dot maps to show information.</p> <p>AO1 – Award 1 mark for a valid advantage and 1 mark for a valid disadvantage of this mapping technique.</p>	<p>2</p> <p>AO1=2</p>

Indicative Content

Advantages

- A dot map shows distribution and densities clearly (1).
- Dot maps can be used to represent a wide range of items with a spatial distribution (1).
- Dot maps can be easy to read (1).
- By counting the dots and referring to the key it is possible to determine the original data (1).
- Dot maps are relatively easy to construct compared to proportional symbols (1).
- It is easy to compare the distribution of items by considering the concentration of the dots (1).
- The dots can be converted into choropleth maps (1) (but not the other way around).
- More than one item of data can be shown by using dots that represent multiple values (1).

Disadvantages

- Dots can be difficult to draw and mark clearly on to the map (1).
- If dots are crowded together and overlap it makes them difficult to count (1).
- The distribution of the dots may suggest regularity/evenness within part of the map (1).
- Locating the dots is to some degree subjective and two dot maps drawn by different people are unlikely to be the same (1).
- Depending on the scale, absolute data may not be represented (1), for example, a dot can be used to represent more than one item (1).

Question	Part	Marking guidance	Total marks
02	2	<p>Complete TABLE 1 and calculate the Chi-square value for this study to two decimal places.</p> <p>AO3 – Award 1 mark (1) for each correctly completed part of the table and final calculation.</p> <p>No credit for final value not to two decimal places.</p>	<p>4</p> <p>AO3=4</p>

	Clay	Sandstone	Limestone	Total
Number of farms Observed Frequency (O)	64	20	16	100
Number of farms Expected Frequency (E)	50	25	25	100
Observed (O) – Expected (E)	14 (1)	-5	-9	
(O-E) ²	196	25 (1)	81	
$\frac{(O-E)^2}{E}$	3.92	1.00	3.24 (1)	

Chi-square value for this investigation = **8.16 (1)**

Question	Part	Marking guidance	Total marks
02	3	<p>Use the information contained in TABLE 2 to interpret the calculated Chi-square result for this study.</p> <p>AO3 – Award up to 2 marks for correct interpretation of the Chi-square result through an understanding of the significance levels for this data set.</p>	<p>2</p> <p>AO3=2</p>

Indicative Content

- The calculated value of 8.16 exceeds the critical value of 5.99 at the 0.05 significance level (1).
- The calculated Chi-square result of 8.16 can be accepted at the 0.05 significance level (1)/there is 95% confidence that rock type has a statistically significant influence on the distribution of farms (1).
- The calculated value of 8.16 can be accepted at the 0.05 significance level (1) but not at the 0.01 (99% confidence) (1).
- The result suggests that rock type has a significant influence on farm distribution (1).
- The null hypothesis (H₀) can therefore be rejected and the alternative hypothesis accepted at the 95% confidence level (1).
- Full marks can be obtained for a correct interpretation of an incorrectly calculated Chi-square figure.

Question	Part	Marking guidance	Total marks
02	4	<p>Explain the benefits of using secondary sources of data in a geographical enquiry.</p> <p>AO1 – Knowledge and understanding of secondary data sources as a way of obtaining geographical data and the benefits of them.</p> <p>AO2 – Application of knowledge and understanding of secondary data sources to explain the benefits of this approach to obtaining geographical data.</p>	<p>6</p> <p>AO1=2 AO2=4</p>

Level	Marks	Descriptor
2	4–6	<p>AO1 – Clear knowledge and understanding of secondary data sources as a way of obtaining geographical data and the benefits of this approach.</p> <p>AO2 – Clear application of the knowledge and understanding of the benefits of using secondary data sources in geographical enquiries.</p>
1	1–3	<p>AO1 – Limited knowledge and understanding of secondary data sources as a way of obtaining geographical data and the benefits of this approach.</p> <p>AO2 – Limited application of the knowledge and understanding of the benefits of using secondary data sources in geographical enquiries.</p>
0	0	No creditable content.

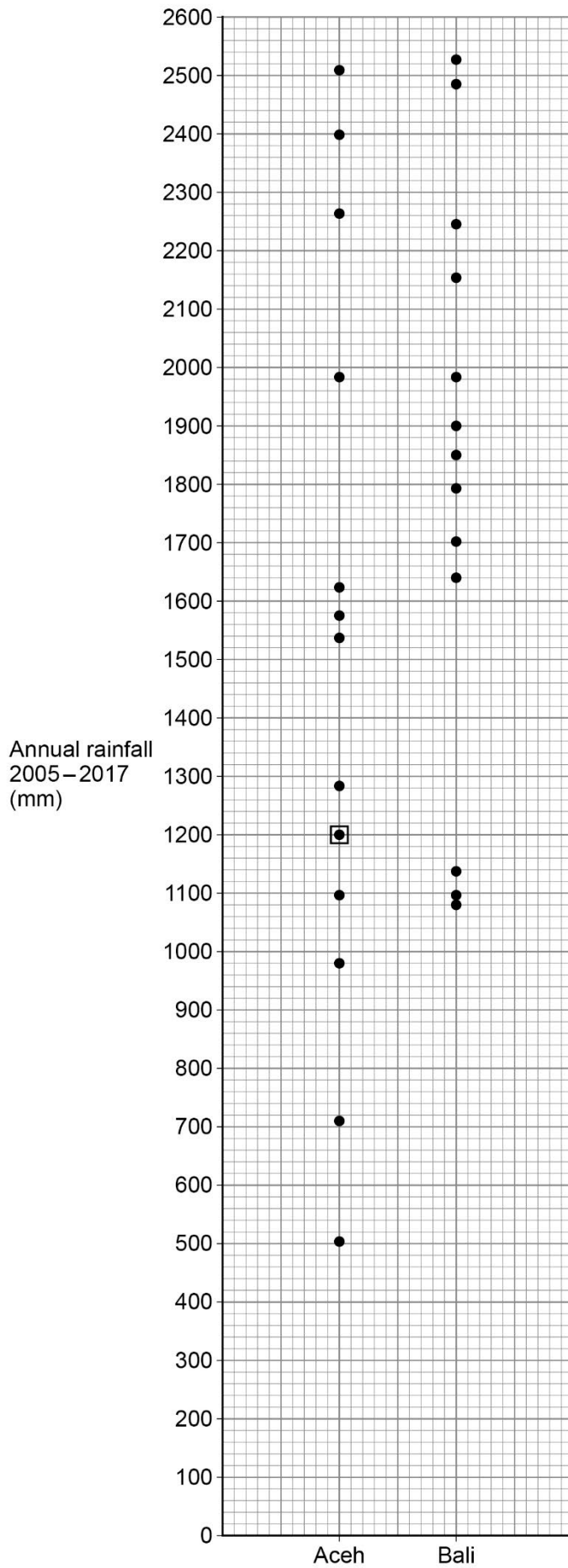
Indicative Content

Responses should show a clear understanding of secondary data sources and how they can be used in geographical enquiries. The question does not ask for a definition of secondary data but responses may offer one as a way of demonstrating knowledge.

- Secondary data can be gathered from a wide variety of sources. This includes published material (such as books and academic articles), the Internet, maps or data which has been gathered by another person/organisation and then manipulated, refined or summarised in some way.
- Using secondary sources can open up a much wider range of data than can be gathered using primary methods and can perhaps be considered more representative of the entire population.
- Secondary data sources may be preferred as obtaining primary data might be practically difficult (dangerous, overly time consuming, difficult to access/remote/too far away).
- For some enquiries 'desk surveys' of maps/remotely sourced data may be more appropriate.
- During the pandemic, obtaining primary data was made difficult and so secondary sources were a safer alternative.
- Obtaining secondary data can be done from home/school/office and not affected by weather or other such hazards.
- Obtaining data from secondary sources is likely to be less expensive than conducting fieldwork which would involve the transport of people and equipment.
- Using secondary sources opens up data collection from places that are too far away to visit.
- Secondary sources such as census information may already have been counted/categorised/processed in some way that would make it more useful to a geographer.
- Credit other valid points.

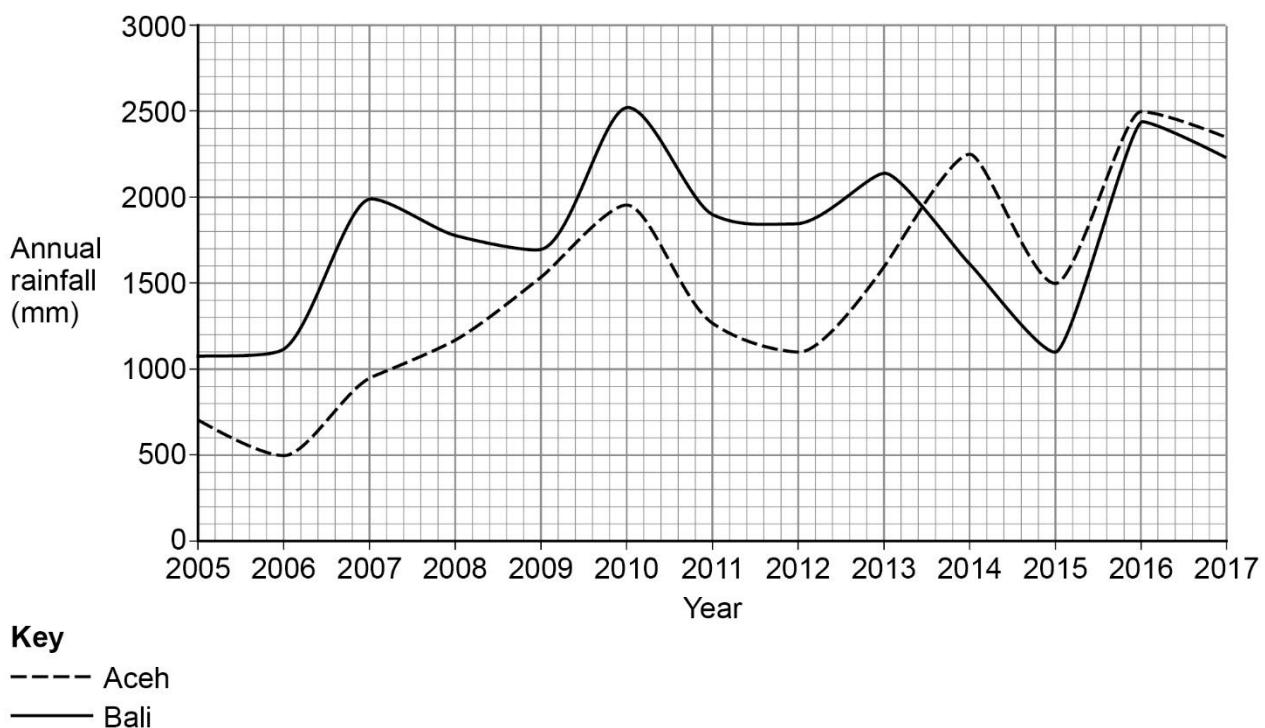
Question	Part	Marking guidance	Total marks
03	1	<p>Complete TABLE 4 by calculating the annual rainfall range for Bali weather station.</p> <p>AO3 – Award 1 mark for the correct calculation 1445 (1).</p>	<p>1</p> <p>AO3=1</p>

Question	Part	Marking guidance	Total marks
03	2	<p>Complete FIGURE 3 by adding the annual rainfall value for Aceh in 2008, shown in TABLE 3.</p> <p>AO3 – Award 1 mark for the correct plot of the 1200 mm data for Aceh in 2008 on Figure 3.</p>	<p>1</p> <p>AO3=1</p>



Question	Part	Marking guidance	Total marks
03	3	<p>Use FIGURE 3 and TABLE 3 to complete TABLE 5.</p> <p>AO3 – Award 1 mark for the correct calculation of the Inter quartile range for Bali, 814 (1). (Units not required)</p> <p>Award 1 mark for the correct calculation of the median for Bali, 1850 (1). (Units not required)</p>	<p>2</p> <p>AO3=2</p>

Question	Part	Marking guidance	Total marks
03	4	<p>Complete FIGURE 4 using the 2011 data for Bali shown in TABLE 3.</p> <p>AO3 – Award 2 marks for the correct completion of the line graph for Bali.</p> <p>Award 1 mark for the correct plot of the 2011 data (1900 mm) (1).</p> <p>Award 1 mark for the correct completion of the line on Figure 4 to connect 2010–2011–2012 data points (1).</p>	<p>2</p> <p>AO3=2</p>



Question	Part	Marking guidance	Total marks
03	5	<p>Explain why the methods used in FIGURE 3 (the dispersion diagram) and FIGURE 4 (the comparative line graph) are useful methods of data presentation in this investigation.</p> <p>AO1 – Knowledge and understanding of the two graphical methods of data presentation (dispersion diagram and comparative line graph) and their use as ways of representing the geographical data.</p> <p>AO2 – Application of knowledge and understanding of the usefulness of the two data presentation methods (dispersion diagram and comparative line graph) as ways of representing the geographical data in this investigation.</p>	<p>6</p> <p>AO1=2 AO2=4</p>

Level	Marks	Descriptor
2	4–6	<p>AO1 – Shows clear knowledge and understanding of the two graphical methods of data presentation (dispersion diagram and comparative line graph) and their use as ways of representing the geographical data.</p> <p>AO2 – Clear application of knowledge and understanding of the usefulness of the two data presentation methods (dispersion diagram and comparative line graph) as ways of representing the geographical data in this investigation.</p>
1	1–3	<p>AO1 – Shows basic knowledge and understanding of the two graphical methods of data presentation (dispersion diagram and comparative line graph) or some knowledge and understanding of one of the presentation methods.</p> <p>AO2 – Basic application of knowledge and understanding of the usefulness of the two data presentation methods (dispersion diagram and comparative line graph) or some application of knowledge and understanding of one of the presentation methods and its usefulness as a way of representing the geographical data in this investigation.</p> <p>Responses that refer to only one of the data presentation methods (dispersion graph or comparative line graph) limited to Level 1.</p>
0	0	No creditable content.

Indicative Content

Responses should show a clear knowledge and understanding of the two graphical approaches and why they are used/how they are useful in presenting the data in this investigation.

- The dispersion diagram shows the distribution/a visual spread of the data on a vertical axis.
- This allows the range to be seen clearly.
- Any clustering of data is visible.
- Box and whisker plots can be added to analyse the data further.
- The interquartile range and median can be marked on.
- Dispersion diagrams for two sets of data (as shown here) can be plotted side by side for comparison.

- This data is suitable for this kind of display as it allows the two data sets to be directly compared.
- The dispersion diagram does not show the particular years and all we see is the entire data set spread out.
- The comparative line graphs allow the data to be shown over time.
- As the data is continuous, line graphs are appropriate.
- Trends over time can clearly be seen.
- Line graphs can be projected forwards to suggest future trends.
- The comparative line graphs allow a clear visual comparison of the changes over time in rainfall totals for the two weather stations.
- Differences at each data point can be noted.
- The line graphs are useful for looking at the trends/changes over time in this investigation.
- Credit other valid points relating to their application and usefulness.

Question	Part	Marking guidance	Total marks
03	6	<p>From the information shown in TABLE 3, TABLE 4, TABLE 5, FIGURE 3 and FIGURE 4, the student concluded that rainfall totals in Indonesia were changing.</p> <p>Assess the extent to which you agree with this conclusion.</p> <p>AO2 – Application of knowledge and understanding to evaluate the conclusion of a geographical investigation.</p> <p>AO3 – Application of fieldwork and investigation skills to interpret the information shown and use this to inform a conclusion.</p>	<p>6</p> <p>AO2=2 AO3=4</p>

Level	Marks	Descriptor
2	4–6	<p>AO2 – Clear application of knowledge and understanding of the information presented in the tables and figures and a clear evaluation of the conclusion of this geographical investigation.</p> <p>AO3 – Clear application of fieldwork and investigation skills to interpret the information shown in the tables and figures and use this to inform a clear conclusion.</p>
1	1–3	<p>AO2 – Basic application of knowledge and understanding of the information presented in the tables and/or figures and/or a basic evaluation of the conclusion of a geographical investigation.</p> <p>AO3 – Basic application of fieldwork and investigation skills to interpret the information in the tables and/or figures leading to a basic conclusion to this investigation.</p>
0	0	No creditable content.

Indicative Content

- **Table 3** shows the rainfall totals are variable and **Table 4** shows there is a considerable range of values. Plotted over time on **Figure 4** they show an increasing trend for both weather stations.
- The totals for Aceh look to have increased more considerably. In 2005, 2006 and 2007 they were all below 1000 mm but after that there all the totals for Aceh are above 1000 mm.
- The total for Aceh has reached to over 2000 mm in three of the last four years in the data set.
- 2016 was the highest total for Aceh at 2509 mm, nearly 5 times the total for 2006 ten years earlier.
- Bali also shows an increase but this is less consistent.
- The highest total for Bali was in 2010 at 2525 mm (the highest for both weather stations) which is midway through the record shown here.
- Responses should show an understanding of the time series data and use evidence from the tables and figures to support the argument.
- It could be argued that the dispersion diagram only shows the variation across the data set and that it needs the comparative line graphs in order to reach a conclusion.
- The student's conclusion could be argued to be partially true and that the evidence presented does show change over time.
- However, the opposite could be argued as well and the evidence provided does not show a clear pattern for both weather stations.
- Data is only for two weather stations in Indonesia and the data only covers a 13-year period – a longer period (30 years) is usually required to establish climate patterns.
- The data set is thus relatively small and conclusions are invalidated as a result.
- 2016 and 2017 could be anomalies and unusually wet.
- It could also be argued that data for the years 2018 to present should be included in the analysis for a more robust investigation.
- Credit any other valid analysis or argument.

Question	Part	Marking guidance	Total marks
04	9	<p>Assess the usefulness of questionnaires and interviews as data collection methods in a geographical enquiry.</p> <p>AO1 – Knowledge and understanding of questionnaires and interviews as methods of data collection in a geographical enquiry.</p> <p>AO2 – Application of knowledge and understanding of the usefulness of questionnaires and interviews as data collection methods in a geographical enquiry.</p>	<p>9</p> <p>AO1=5 AO2=4</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Shows a detailed knowledge and understanding of questionnaires and interviews as methods of data collection in a geographical enquiry.</p> <p>AO2 – Detailed application of knowledge and understanding regarding the usefulness of questionnaires and interviews as data collection methods in a geographical enquiry.</p>
2	4–6	<p>AO1 – Shows some clear knowledge and understanding of questionnaires and/or interviews as methods of data collection in a geographical enquiry.</p> <p>AO2 – Some clear application of knowledge and understanding of the usefulness of questionnaires and/or interviews as data collection methods in a geographical enquiry.</p>
1	1–3	<p>AO1 – Shows basic knowledge and understanding of questionnaires and/or interviews as methods of data collection in a geographical enquiry.</p> <p>AO2 – Basic application of knowledge and understanding of the usefulness of questionnaires and/or interviews as data collection methods in a geographical enquiry.</p>
0	0	No creditable content.

Indicative Content

- Questionnaires are an effective way of obtaining information in a statistical form from a sample population.
- They can be used to collect data about population characteristics (eg age, place of residence), behaviour (eg purpose of visit, length of time spent in a place) and attitudes (do they agree with a scheme, what do they think of a development...).
- They can consist of different question types – closed questions which offer a range of set answers and are often quicker and easier to ask and process, and open questions which allow respondents to answer freely in their own words.
- Questionnaires should be purposeful and only include questions linked to the enquiry.
- It is important to define the population before setting out to collect the data and ask the questionnaires.
- Obtaining fair (unbiased) sets of data from respondents can be difficult and care must be taken to avoid asking people that will skew the results.

- Questionnaire data can be counted and categorised and enables qualitative responses to be turned into quantitative data for presentation and analysis.
- However, they can be time-consuming to ask and it is often difficult ensuring respondents are chosen fairly.
- Questions asking opinions/views on a Likert/bipolar scale may produce results where respondents avoid extreme ends of the scale.
- Distributing questionnaires can be a problem – are they asked to people directly, sent out by mail, sent and completed electronically using social media (such as Facebook, Google Forms, Survey Monkey).
- Those completing questionnaires may be those with the strongest opinions skewing the results.
- Questionnaires are usually planned and structured but interviews are a more open-ended approach to information gathering.
- Interviews can provide more in-depth information following a discussion with individuals or groups to find out information and opinions on particular themes or issues.
- Interviews can also be included as part of focus group surveys.
- They are longer and more involved than questionnaires and can be used to obtain more subtle/nuanced views.
- Interviews should be approached with a plan and responses need to be recorded (cell phones can be useful here) or using some form of shorthand.
- The interview transcript can be codified to aid analysis.
- This can be time-consuming and a common approach needs to be agreed by researchers to avoid misunderstanding or bias.
- Credit other valid ideas.

Section B**Total for this section: 15 marks**

Question	Part	Marking guidance	Total marks
05	1	<p>Explain how the background research that you carried out helped you to plan your enquiry.</p> <p>AO2 – Application of knowledge and understanding of the background research used and how it helped with planning the enquiry.</p> <p>AO3 – Application of fieldwork and investigation skills to link the background research with the planning of the candidate's enquiry.</p>	<p>6</p> <p>AO2=2 AO3=4</p>

Level	Marks	Descriptor
2	4–6	<p>AO2 – Clear application of knowledge and understanding of the background research used and how it helped with planning the enquiry.</p> <p>AO3 – Clear application of fieldwork and investigation skills to link the background research with planning the candidate's enquiry.</p>
1	1–3	<p>AO2 – Basic application of knowledge and understanding of the background research used and how it helped with planning the enquiry.</p> <p>AO3 – Basic application of fieldwork and investigation skills to link the background research with planning the candidate's enquiry.</p>
0	0	No creditable content.

Indicative Content

Researching the background to the enquiry from secondary sources is a key part of the planning and preparation elements of a geographical enquiry. Responses should make the nature of the background research clear – this may include reference to the origin of the background research such as the use of school textbooks, academic books from a library, the use of scholarly articles, Internet searches, the use of Google Scholar, magazine articles, previous studies or lesson notes.

Responses should outline the nature of the background material and how it helped with planning. This may include helping to establish the aim, hypotheses or research questions, deciding a suitable location for field study, planning appropriate methods of data collection, deciding how to present and analyse data or comparing results with theory/previous studies.

The response may evaluate the extent to which this background research was useful in enabling the candidate to develop their enquiry. This can relate to any part of the enquiry. For example, was the material useful/informative/valuable and did it help to formulate an aim and hypotheses? Did it help with planning methods of data collection or with ideas for presenting and analysing the data obtained?

For example, in an enquiry looking at changes in vegetation across a sand dune transect, the background research might include reading from the school A-level textbook in the chapter about coastal processes and landforms to find a suitable theoretical model for comparison. The use of the Internet and Google maps helped to locate a suitable area for study and how the area could be accessed. Reading a previous study from another student helped to show how the report could be structured. Material from

the Internet could be used to research appropriate methods of field data collection and how to measure slope angles and identify vegetation.

The use of textbooks can help when it comes to knowing the most appropriate techniques for presenting data and using statistical approaches for analysis.

Question	Part	Marking guidance	Total marks
05	2	<p>Outline the conclusions of your enquiry and suggest how the enquiry could be used and/or taken forward in the future.</p> <p>AO2 – Application of knowledge and understanding of the enquiry process to outline the conclusions of the enquiry and suggest how the candidate's enquiry could be used and/or taken forward in the future.</p> <p>AO3 – Use of fieldwork and investigation skills to outline the conclusions of the enquiry and suggest how the candidate's enquiry could be used and/or taken forward in the future.</p>	<p>9</p> <p>AO2=4 AO3=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO2 – Detailed application of knowledge and understanding of the enquiry process to outline the conclusions of the enquiry and to suggest how the candidate's enquiry could be used and/or taken forward in the future.</p> <p>AO3 – Precise use of the fieldwork and investigation process that outlines the conclusions of the enquiry and suggests how the candidate's enquiry could be used and/or taken forward in the future.</p>
2	4–6	<p>AO2 – Clear application of knowledge and understanding to outline the conclusions of the enquiry and suggest how the candidate's enquiry could be used and/or taken forward in the future. Response may be unbalanced with a greater focus on the conclusions than how the enquiry could be used/taken forward.</p> <p>AO3 – Clear use of the fieldwork and investigation process to outline the conclusions of the enquiry and suggest how the candidate's enquiry could be used and/or taken forward in the future. Response may be unbalanced with a greater focus on the fieldwork conclusions than the ways in which the enquiry may be used/taken forward.</p>
1	1–3	<p>AO2 – Basic application of knowledge and understanding of the enquiry process. Conclusions are basic or absent and suggestions of how the enquiry could be used and/or taken forward are basic or absent.</p> <p>AO3 – Basic use of the fieldwork and investigation process to provide a conclusion, basic attempt to suggest how the enquiry could be used and/or taken forward in the future.</p>
0	0	No creditable content.

Indicative Content

As part of the enquiry process candidates should be able to draw conclusions with reference to the aims of their enquiry. The final part of the enquiry process is to consider how the enquiry could be used and/or taken forward in the future.

Candidates should be able to demonstrate a knowledge and understanding of the application of their study and/or the next steps in the enquiry.

Responses should show a full knowledge and understanding of the enquiry conclusions that clearly relate to the aim set out at the start of Question 5. They should have an understanding of the relevance/application of their enquiry and/or show how the enquiry could be developed further or how the enquiry may lead to further questions.

Precise detail will be dependent on the nature of the enquiry. For example, in the sand dune enquiry used in the indicative content for **05.1**, the student could draw conclusions that as the dune transect progressed in land, the variety of vegetation species increased as did coverage of the ground surface. The initial aim was to investigate the relationship between distance from the strand line and vegetation characteristics in a sand dune environment. The conclusions were partially correct as the relationship between distance and number of different species was not consistent and seemed to be affected by factors including the height of the dunes (there were fewer species evident on the dune crests) and human interference. Near to footpaths/access routes across the dunes the number of plant species was lower as was the ground cover. This could be related to the effect of trampling by people in this environmentally sensitive area.

The study could be used by the coastal rangers concerned with protecting the natural wildlife but also trying to manage the balance between the natural environment and providing public access to the dunes. A further study could be carried out to monitor the number of people using the dunes and to map their numbers and patterns of movement. This might be a way of applying suitable signage or management strategies of the dune environment.

It may suggest that further research needs to be carried out – to investigate a broader range of variables/apply the study to a wider area/contrast with another location/obtain data from other times of the year. Accept any reasonable extension to the original enquiry.

Assessment Objective grid

	AO1	AO2	AO3	Total
Section A				
01	4			4
02.1	2			2
02.2			4	4
02.3			2	2
02.4	2	4		6
03.1			1	1
03.2			1	1
03.3			2	2
03.4			2	2
03.5	2	4		6
03.6		2	4	6
04	5	4		9
Section B				
05.1		2	4	6
05.2		4	5	9
Unit total	15	20	25	60