

INTERNATIONAL A-LEVEL GEOGRAPHY GG05

Paper 5 Fieldwork and Geographical Skills

Mark scheme

January 2026

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 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 why scatter graphs are used to analyse geographical data.</p> <p>AO1 – Award up to 4 marks for knowledge and understanding of the reasons for using scatter graphs in the analysis of geographical data (1) with additional credit for developed points (d).</p>	<p>4</p> <p>AO1=4</p>

Indicative Content

- Scatter graphs are used to see if there is a relationship/correlation between two variables (1).
- The points can show the direction (positive or negative) of any relationship (1).
- The strength of the relationship can be assessed by the pattern of points (1).
- The identification of the direction and strength of any relationship can be suggested with the addition of a line of best-fit (1).
- Scatter graphs can help identify anomalies (1).
- Scatter graphs are often used as a precursor to the application of a statistical test for correlation such as the Spearman's rank correlation coefficient (1).
- Credit can be given for the use of an example of variables that might be illustrated with the use of a scatter graph such as distance inland and vegetation species diversity on a sand dune system (max 1 for an example).

Question	Part	Marking guidance	Total marks
02		<p>Using FIGURE 1 and your own knowledge, evaluate the use of written text as a source of information for a geographical investigation.</p> <p>AO1 – Knowledge and understanding of the use of written text as a source of information in a geographical investigation.</p> <p>AO2 – Application of knowledge and understanding to evaluate the use of written text as a source of information in a geographical 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 use of written text as a source of information in a geographical investigation.</p> <p>AO2 – Clear application of knowledge and understanding to evaluate the use of written text as a source of information in a geographical investigation.</p>
1	1–3	<p>AO1 – Shows limited knowledge and understanding of the use of written text as a source of information in a geographical investigation.</p> <p>AO2 – Limited application of knowledge and understanding to evaluate the use of written text as a source of information in a geographical investigation.</p>
0	0	No creditable content.

Indicative Content

Responses should consider the use of written text as a source of information in a geographical investigation with reference to **Figure 1** and the candidate's own knowledge. Written text as a source of information includes factual text and creative/discursive material such as poems, songs and stories.

Written text can help in investigations as it provides an alternative approach to research. It can provide more subjective and personal interpretations of places/environments and is useful in investigations that have interconnected geographical elements such as urban issues, sustainability and place meaning.

Written text enables the consideration of different voices and narratives and these may focus on the cultural, social or political angles of geography. It can add depth to an investigation and link elements of history, culture and ethical dimensions in the study.

More creative text such as songs, stories and poems can make geographical topics more engaging and understandable for a wider audience.

Written text can open up alternative ways of thinking and can capture complex ideas in a more holistic way. It can capture emotional responses and personalised viewpoints.

However, the use of written material may involve lengthy reading, it may prove difficult to reach a clear consensus on meaning and the written material can be open to different interpretations. The use of this kind of material is not measurable, limiting the use of statistical analysis.

There is clearly the possibility of researcher bias and preconceived ideas being brought into the investigation.

It may be suggested that the use of written text is less scientific and lacking in credibility. The fact that these sources are open to varied interpretation can be a criticism.

Using a combination of written factual text and written creative material can enhance investigations creating a deeper understanding of geographical issues. For instance, a factual account of urban policy documents alongside a more creative written perspective of an urban area could enhance a study into urban change and transport provision.

The figure used in the question suggests that New Brighton was a thriving seaside resort and it presents a very positive place representation.

The account has no attributed author, and this may be called in to question as it may be seen as a biased and one-sided view. It suggests the place always benefits from good weather and that visitors can experience fun activities all of the time.

The written text might be seen to present a one-sided story and this kind of text may have been produced to push a particular perspective.

Question	Part	Marking guidance	Total marks																																																																																																																		
03	1	<p>Complete TABLE 1 for the North Beach sample.</p> <p>Use the key to calculate the standard deviation to 2 decimal places.</p> <p>AO3 – Accurate application of geographical skills to complete the table and calculation as required.</p> <table><tr><th colspan="3">North Beach sediment sample</th><th colspan="3">South Beach sediment sample</th></tr><tr><th>Length (mm) X</th><th>X - $\bar{x}$</th><th>(X - $\bar{x}$)²</th><th>Length (mm) X</th><th>X - $\bar{x}$</th><th>(X - $\bar{x}$)²</th></tr><tr><td>71</td><td>14.27</td><td>203.63</td><td>15</td><td>-10.93</td><td>119.46</td></tr><tr><td>92</td><td>35.27</td><td>1243.97</td><td>17</td><td>-8.93</td><td>79.74</td></tr><tr><td>50</td><td>-6.73</td><td>45.29</td><td>24</td><td>-1.93</td><td>3.72</td></tr><tr><td>32</td><td>-24.73 (1)</td><td>611.57</td><td>19</td><td>-6.93</td><td>48.02</td></tr><tr><td>54</td><td>-2.73</td><td>7.45</td><td>7</td><td>-18.93</td><td>358.34</td></tr><tr><td>19</td><td>-37.73</td><td>1423.55</td><td>12</td><td>-13.93</td><td>194.04</td></tr><tr><td>33</td><td>-23.73</td><td>563.11</td><td>32</td><td>6.07</td><td>36.84</td></tr><tr><td>41</td><td>-15.73</td><td>247.43</td><td>25</td><td>-0.93</td><td>0.86</td></tr><tr><td>47</td><td>-9.73</td><td>94.67</td><td>41</td><td>15.07</td><td>227.10</td></tr><tr><td>102</td><td>45.27</td><td>2049.37</td><td>18</td><td>-7.93</td><td>62.88</td></tr><tr><td>57</td><td>0.27</td><td>0.07</td><td>35</td><td>9.07</td><td>82.26</td></tr><tr><td>65</td><td>8.27</td><td>68.39 (1)</td><td>42</td><td>16.07</td><td>258.24</td></tr><tr><td>75</td><td>18.27</td><td>333.79</td><td>28</td><td>2.07</td><td>4.28</td></tr><tr><td>71</td><td>14.27</td><td>203.63</td><td>29</td><td>3.07</td><td>9.42</td></tr><tr><td>42</td><td>-14.73</td><td>216.97</td><td>45</td><td>19.07</td><td>363.66</td></tr><tr><td>$\sum x = 851$</td><td></td><td>$\sum(x - \bar{x})^2 = 7312.89$</td><td>$\sum x = 389$</td><td></td><td>$\sum(x - \bar{x})^2 = 1848.86$</td></tr><tr><td>$\bar{x} = 56.73$ (1)</td><td></td><td>$\sigma = 22.08$ (2)</td><td>$\bar{x} = 25.93$</td><td></td><td>$\sigma = 11.10$</td></tr></table> <p>Standard deviation for North Beach sample</p> <p>= $\sqrt{7312.89 / 15}$ (1 mark for some evidence of working such as 7312.89/15 or $\sqrt{487.53}$)</p> <p>= $\sqrt{487.53}$</p> <p>= 22.08 (2) (1 for a value stated to 0 or 1 decimal place, or more than 2 decimal places) eg 22, 22.079, 22.0799</p>	North Beach sediment sample			South Beach sediment sample			Length (mm) X	X - $\bar{x}$	(X - $\bar{x}$) ²	Length (mm) X	X - $\bar{x}$	(X - $\bar{x}$) ²	71	14.27	203.63	15	-10.93	119.46	92	35.27	1243.97	17	-8.93	79.74	50	-6.73	45.29	24	-1.93	3.72	32	-24.73 (1)	611.57	19	-6.93	48.02	54	-2.73	7.45	7	-18.93	358.34	19	-37.73	1423.55	12	-13.93	194.04	33	-23.73	563.11	32	6.07	36.84	41	-15.73	247.43	25	-0.93	0.86	47	-9.73	94.67	41	15.07	227.10	102	45.27	2049.37	18	-7.93	62.88	57	0.27	0.07	35	9.07	82.26	65	8.27	68.39 (1)	42	16.07	258.24	75	18.27	333.79	28	2.07	4.28	71	14.27	203.63	29	3.07	9.42	42	-14.73	216.97	45	19.07	363.66	$\sum x = 851$		$\sum(x - \bar{x})^2 = 7312.89$	$\sum x = 389$		$\sum(x - \bar{x})^2 = 1848.86$	$\bar{x} = 56.73$ (1)		$\sigma = 22.08$ (2)	$\bar{x} = 25.93$		$\sigma = 11.10$	6 AO3=6
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Question	Part	Marking guidance	Total marks																				
03	2	<p>Complete FIGURE 4 using the angular shape data from TABLE 2.</p> <p>Award up to 2 marks for the correct plot of the figures for the angular class on Figure 4.</p> <p>1 mark for an accurately drawn and shaded bar for North Beach.</p> <p>1 mark for the accurately drawn and shaded bar for South Beach.</p>	2																				
		<div><p>Number of pieces of sediment</p><table><thead><tr><th>Sediment shape</th><th>North Beach</th><th>South Beach</th></tr></thead><tbody><tr><td>Very angular</td><td>15</td><td>7</td></tr><tr><td>Angular</td><td>12</td><td>21</td></tr><tr><td>Sub-angular</td><td>32</td><td>17</td></tr><tr><td>Sub-rounded</td><td>24</td><td>20</td></tr><tr><td>Rounded</td><td>11</td><td>22</td></tr><tr><td>Well rounded</td><td>6</td><td>13</td></tr></tbody></table><p>Sediment shape</p><p>Key North Beach South Beach</p></div>	Sediment shape	North Beach	South Beach	Very angular	15	7	Angular	12	21	Sub-angular	32	17	Sub-rounded	24	20	Rounded	11	22	Well rounded	6	13
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Question	Part	Marking guidance	Total marks
03	3	<p>State the mode sediment shape for South Beach.</p> <p>Award 1 mark for the correct identification of rounded as the mode sediment shape for South Beach.</p>	1 AO3=1

Question	Part	Marking guidance	Total marks
03	4	<p>Complete the line graph for South Beach using the data in TABLE 3.</p> <p>Award 1 mark for the correct plot at (2.0 cm, 50%) (1). Award 1 mark for the correct completion of the line graph for South Beach (1).</p>	2 AO3=2
		<p>Key</p> <p>— South Beach --- North Beach</p>	

Question	Part	Marking guidance	Total marks
03	5	<p>FIGURE 5 uses a logarithmic scale for sediment length.</p> <p>Outline reasons for the use of logarithmic scales in geographical studies.</p> <p>Award up to three marks for reasons for the use of logarithmic scales in geographical studies.</p> <p>Point mark (1) with further credit for developed points (d)(1) and additional examples (max 1 for example).</p>	<p>3</p> <p>AO1=3</p>

Indicative Content

- Logarithmic scales and graphs with logarithmic scales can be used if there is a wide range in the values of the data being studied (1). Earthquake magnitude on the Richter scale is an example (d) (1) or comparing population sizes between different settlements that may range from hundreds to tens of millions (d) (1).
- Logarithmic scales can help highlight relative or proportional differences rather than absolute differences (1). For example, with a logarithmic scale, a doubling of a value is shown by the same distance on the graph (d) (1), no matter how large or small the value is (d) (1).
- Logarithmic scales make it easier to show and interpret exponential trends (1).
- Using a logarithmic scale, data that would otherwise create very large or unwieldy graphs can be compressed into a more manageable form (1). For example, on a graph of GDP per capita across various countries, the data would be highly skewed, with some countries having very high GDPs compared to others (d) (1). A logarithmic scale helps to compress the data (1) and make the differences in lower-income countries more visible (d) (1).

Question	Part	Marking guidance	Total marks
03	6	<p>Analyse the data shown in the completed TABLE 1, TABLE 2, and the completed FIGURE 4 and completed FIGURE 5.</p> <p>AO3 – There should be clear analysis of the data showing variation in sediment length and shape between the two locations. There should be some attempt to quantify the data/data manipulation to support the analysis and some connections made between the different sets of results (standard deviation, mean, range, mode, comparative bars and cumulative distribution curves).</p>	<p>6</p> <p>AO3=6</p>

Level	Marks	Descriptor
2	4–6	AO3 – Clear analysis of the quantitative evidence provided which makes appropriate use of data in support. Clear connections between the statistical data, comparative bar graph and cumulative distribution curves.
1	1–3	AO3 – Basic analysis of the quantitative evidence provided which makes limited use of the data in the tables and figures. Basic descriptive statements.
0	0	No creditable content.

Indicative Content

- Analysis of the sediment data in **Table 1** shows that the sediment length at North Beach is generally larger than that at South Beach.
- The mean length of sediment at North Beach is 56.73 mm which compares to 25.93 mm at South Beach making the mean over 2x larger at North Beach.
- This is a relatively small sample, taken by a Geography student and potentially with sampling errors or bias.
- The standard deviation data in **Table 1** shows that there is more variation in these samples of 15 pieces of sediment. The standard deviation at North Beach is 22.08 also over twice the standard deviation of South Beach (11.10) showing there is greater variation about the mean.
- The maximum and minimum sediment lengths and the range back up this observation as the longest piece of sediment sampled at North Beach was 102 mm long and the smallest 19 mm long, a range of 83 mm. At South Beach the maximum length recorded was 45 mm and the smallest 7 mm, a much narrower range of 38 mm supporting the standard deviation results suggesting there is more variation at South Beach.
- **Figure 4** shows data on sediment shape from a larger sample of 100 pieces of sediment at each location; it suggests that sediment is more angular at North Beach and more rounded at South Beach.
- The modal shape at North Beach is sub-angular whilst at South Beach it is rounded.
- It may be suggested that at North Beach sediment is both longer and more angular whilst at South Beach 5 km further along the coast it is not as long and more rounded.
- **Figure 5** backs up the data from **Table 1** and indicates that North Beach has a greater proportion of longer sediment whilst at South Beach it is shorter. For example at South Beach 95% of sediment is smaller than 10 cm but at North Beach only 80% is smaller than 10 cm.

Credit other valid analysis.

Question	Part	Marking guidance	Total marks
04		<p>Assess the value of using measures of dispersion (range, inter-quartile range and standard deviation) in the analysis of geographical data.</p> <p>AO1 – Knowledge and understanding of measures of dispersion (range, inter-quartile range and standard deviation) and their usefulness in the analysis of geographical data.</p> <p>AO2 – Application of knowledge and understanding of measures of dispersion and the extent to which they are useful in the analysis of 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 at least two methods of dispersion (range, inter-quartile range and standard deviation) and their use in analysing geographical data.</p> <p>AO2 – Clear application of the different methods of dispersion (range, inter-quartile range and standard deviation) and the extent to which they are useful in the analysis of geographical data.</p>
1	1–3	<p>AO1 – Limited knowledge and understanding of the different methods of dispersion (range, inter-quartile range and standard deviation) and their use in analysing geographical data.</p> <p>AO2 – Limited application of the different methods of dispersion (range, inter-quartile range and standard deviation) and their use in analysing geographical data.</p>
0	0	No creditable content.

Indicative Content

- The **range** is the difference between the highest and lowest values of a data distribution. An advantage is it is calculated quite easily (by finding the upper and lower extremes and simply taking the lower value from the higher one).
- It is useful as a quick overview of the spread, especially within small data sets.
- It can show the spread between extreme values.
- It is not affected by the distribution of the data set.
- However, the range is sensitive to outliers as these can distort the result and just one extreme value can significantly affect the range.
- The **inter-quartile range (IQR)** is a measure of dispersion that represents the range within which the central 50% of the data lie. It is calculated by finding the difference between the upper quartile and the lower quartile.
- It is more resistant to outliers than the range as it is not affected by the extreme values. This makes it useful when the data contains outliers.

- It focuses on the central 50% of the data distribution so captures a good representation of the data set's central tendency and variability.
 - It is also quite simple to calculate once the upper and quartiles are known.
 - It is effective if there is a skewed distribution as it can provide a more accurate measure of dispersion where the mean and standard deviation might be misleading.
 - The disadvantages of using the Interquartile Range include that it is limited to the central 50% of the data and not give any information about the spread of the entire dataset, especially the extremes (tails).
 - It does not take into account the exact shape of the distribution or variations outside of the inter-quartile range.
-
- The **standard deviation (SD)** is a measure of the spread or dispersion of a set of data points around the mean. It is the average of the squared deviations from the mean.
 - It considers all of the data points and so provides a thorough measure of dispersion.
 - It is easy to interpret in datasets that have a normal distribution (68% of the data fall within one standard deviation of the mean, 95% within two and 99.7% within three). It is also useful with distributions that are not normal.
 - The standard deviation can be used in many statistical tests and models.
 - Disadvantages of the standard deviation are that it can be affected by extreme values and is of less value in data sets with large outliers.
 - It can be more difficult to interpret in datasets that do not have a normal distribution, especially for non-specialists.

Credit other valid comments.

Question	Part	Marking guidance	Total marks
05		<p>Geographical fieldwork uses ICT skills such as the use of remotely sensed data, electronic databases and innovative data sources such as crowd sourcing and ‘big data’.</p> <p>To what extent are ICT skills useful in geographical fieldwork?</p> <p>AO1 – Knowledge and understanding of ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) in geographical enquiries.</p> <p>AO2 – Application of knowledge and understanding to consider the extent to which ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) are useful in geographical enquiries.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Shows a detailed and specific knowledge and understanding of ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) in geographical enquiries.</p> <p>AO2 – Effective consideration of the extent to which ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) are useful in geographical enquiries.</p>
2	4–6	<p>AO1 – Shows a clear knowledge and understanding of ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) in geographical enquiries.</p> <p>AO2 – Some effective consideration of the extent to which ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) are useful in geographical enquiries.</p>
1	1–3	<p>AO1 – Shows basic knowledge and understanding of ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) in geographical enquiries.</p> <p>AO2 – Basic consideration of the extent to which ICT skills (such as the use of remotely sensed data, the use of electronic databases and the use of innovative data sources such as crowd sourcing and ‘big data’) are useful in geographical enquiries.</p>
0	0	No creditable content.

Indicative Content

ICT skills such as using remotely sensed data, electronic databases, and crowdsourcing are increasingly useful in **geographical fieldwork** as they offer substantial improvements in efficiency, data collection, analysis, and accessibility. They allow for more comprehensive, precise, and up-to-date geographical research, particularly in areas that are difficult to study using traditional methods.

However, their usefulness will depend on the availability and **quality of the data** and the ability of the student in handling the data.

These ICT tools can also raise concerns around data reliability and ethical considerations. For best results, a combination of innovative ICT methods and traditional fieldwork might be better as this may ensure a balance between technological approaches and human intuition.

ICT reduces the need for time-consuming field visits. Remote sensing can allow geographers to monitor large areas without having to travel, which is both time-efficient and cost-effective. Data processing and analysis, which once required significant human input and efforts can now be automated, allowing for faster and less error prone results.

Remotely Sensed Data: The use of satellites and drones can provide high-resolution images and real-time data on environmental changes (eg land use, deforestation, urbanisation, climate change). This allows geographers to collect large amounts of spatial data over wide areas without needing to be physically present.

While remotely sensed data is precise, it often requires expertise in data processing and interpretation. Misinterpretation of satellite or aerial imagery, especially in areas with complex terrains or cloud cover, can lead to inaccuracies.

Electronic Databases: Approaches such as GIS (Geographical Information Systems) enable geographers to store, retrieve, and manipulate large datasets (for example census data, climate records, or geospatial information). These databases make it easy to overlay/integrate a number of different sources of data in a spatial context.

Crowdsourcing: By tapping into publicly available data from social media platforms, citizen science projects, or apps like OpenStreetMap, geographers can collect real-time observations from a wide range of locations and perspectives.

While crowdsourcing offers vast amounts of information, it can be prone to inaccuracies, bias, or inconsistencies, as contributors may not always be trained professionals. Data validation and quality control mechanisms are crucial but can be challenging to implement.

Big Data: This can provide access to vast amounts of data from sources like social media and economic databases. Geographers can conduct more comprehensive analyses such as analysing patterns of human movement, social behaviour, or environmental conditions on a large scale, which allows for more robust conclusions about human-environment interactions.

There may be ethical concerns about the use of publicly available data without proper context or granting of permission, especially when individuals' behaviour or locations have been tracked.

Credit other valid responses.

Section B

Total for this section: 15 marks

Question	Part	Marking guidance	Total marks
06	1	<p>Describe the health and safety aspects you considered and how you applied them to your enquiry.</p> <p>AO2 – Application of knowledge and understanding of the health and safety aspects of the student's fieldwork enquiry.</p> <p>AO3 – Application of fieldwork and enquiry skills relating to the health and safety aspects of the enquiry.</p>	<p>6</p> <p>AO2=3 AO3=3</p>

Level	Marks	Descriptor
2	4–6	<p>AO2 – Clear application of knowledge and understanding of the health and safety aspects of the student's fieldwork enquiry.</p> <p>AO3 – Clear application of fieldwork and enquiry skills relating to the consideration of the health and safety aspects of the student's fieldwork enquiry. For Level 2 there should be a real sense this has been carried out and that it links to the student's experience rather than a 'generic' health and safety exercise.</p>
1	1–3	<p>AO2 – Basic application of knowledge and understanding of the health and safety aspects of the student's fieldwork enquiry.</p> <p>AO3 – Basic application of fieldwork and enquiry skills relating to the consideration of the health and safety aspects of the student's fieldwork enquiry. Lacking in the authenticity of student experience.</p>
0	0	No creditable content.

Indicative Content

Considering health and safety in geographical fieldwork involves a combination of **planning and precautionary measures** to reduce the risks and ensure a successful enquiry.

Drawing up a risk assessment is often a standard procedure. Good preparation for field visits – perhaps a pilot visit, the safe use of any field equipment, safeguarding of participants and knowledge of what to do in an emergency are essential parts of this process.

By addressing these aspects in advance, fieldwork can be conducted safely, efficiently, and responsibly.

The precise answer will depend upon the student's own experience and should have integrity and clearly link to the fieldwork outlined in the aim for Level 2.

Question	Part	Marking guidance	Total marks
06	2	<p>Describe and justify ONE type of sampling (random, systematic or structured/stratified) used to collect data in your enquiry.</p> <p>AO2 – Application of knowledge and understanding to describe and justify one type of sampling used in the enquiry.</p> <p>AO3 – Use of fieldwork and enquiry skills to effectively describe and justify the sampling method used in the enquiry.</p>	<p>9</p> <p>AO2=4 AO3=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO2 – Detailed application of knowledge and understanding to describe and justify one type of sampling used in the enquiry.</p> <p>AO3 – Accurate use of fieldwork and enquiry skills to fully describe and justify the sampling method used in the enquiry.</p> <p>For Level 3 there should be a focused sense the sampling has been carried out and that it links to the student’s experience outlined in the aim. Justification should be explicit.</p>
2	4–6	<p>AO2 – Clear application of knowledge and understanding to describe and justify one type of sampling used in the enquiry.</p> <p>AO3 – Clear use of fieldwork and enquiry skills to describe and justify the sampling method used in the enquiry.</p> <p>For Level 2 there should be a clear sense of authenticity with regard to the sampling that has been carried out and it should link clearly to the aim of the enquiry. Justification should be clear and reasoned.</p>
1	1–3	<p>AO2 – Basic application of knowledge and understanding to describe one type of sampling used in the enquiry. Justification may be absent.</p> <p>AO3 – Basic use of fieldwork and enquiry skills to describe the sampling method used in the enquiry. At this level, there will be some basic description of a sampling method but it may lack authenticity and could be considered somewhat generic.</p>
0	0	No creditable content.

Indicative Content

Precise responses will depend upon the nature of the candidate’s enquiry and the type of sampling carried out. The specification requires a knowledge of random, systematic and structured/stratified sampling methods so one of these should feature.

For example, in an enquiry investigating change across a sand dune transect, a systematic sampling type was used to collect data at regular intervals, every 5 metres, to measure slope angle, pH and plant species variety.

This involved taking measurements at regular intervals. It is a straightforward and organised approach to data collection. This makes it less time consuming than methods such as random sampling. It also ensured that no sections of the transect were missed out which can also occur with random sampling. There were measurement from the complete length of the 300 m transect.

It was important to check that the sample intervals did not coincide with any natural pattern as that could have led to the data being unrepresentative.

Systematic sampling was used as it was a reliable and efficient method that was relatively quick to implement.

In an enquiry looking at pedestrian flows across a city, random sampling was used to select locations for doing pedestrian counts. Random sampling was used as each of the possible points for measurement mapped onto a grid of the city map had an equal chance of being chosen. Each possible location was assigned a number random number selection was used to determine which ten locations out of the possible one hundred on the grid were selected. This approach ensured that there was no bias in the selection process although it did lead to some clustering of points. However the process was fair and it meant there was no personal preference to the locations chosen for pedestrian count as otherwise I may have been drawn to places that I expected to be busy and were in parts of the city with which I was familiar.

My enquiry involved a study of noise levels in my town. In order to measure this I selected places with different land uses for measuring noise levels. I used stratified sampling as I selected points from designated areas with residential, commercial, industrial and parkland land uses. The number of sample points was proportional to the size of the land use zones and as the residential zone was largest I selected more measuring points from this zone.

Stratified sampling was used because there were particular areas of the town that were distinctively different. It is used when the area has clear sub sections like this and ensures the choice of sample locations and the number of locations is representative. I decided to use random point sampling within each of these sub-areas to decide where to measure the noise levels.

Credit other valid responses.

Assessment Objective grid

	AO1	AO2	AO3	Total
Section A				
01	4			4
02	2	4		6
03.1			6	6
03.2			2	2
03.3			1	1
03.4			2	2
03.5	3			3
03.6			6	6
04	2	4		6
05	4	5		9
Section B				
06.1		3	3	6
06.2		4	5	9
Unit total	15	20	25	60