

WJEC GCSE Geography

Approved by Qualifications Wales

Non-Examination Assessment Handbook

Unit 2: Developing Fieldwork Skills (3140U2)

Teaching from 2025

For assessment from 2026



This Qualifications Wales regulated qualification
is not available to centres in England.

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Contents

| | |
|---|---|
| About this handbook: Information for Teachers | 1 |
| Managing the assessment | 1 |
| Assessment details | 4 |
| Information for Candidates..... | 5 |

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About this handbook: Information for Teachers

This handbook contains the assessment materials for Unit 2: Developing Fieldwork Skills.

Within this handbook, you will find:

- information for teachers on how to manage arrangements for assessment
- **information for candidates** which includes:
 - details of the assignment
 - a detailed breakdown of each task
 - information about things that they must and must not do when they are completing the assessment

You must provide each candidate with a copy of the complete candidate assessment pack.

Managing the assessment

This is a WJEC marked (external) non-examination assessment. The following arrangements must be followed when managing the assessment.

Task setting

This assignment has been produced by WJEC and cannot be changed.

Time

Candidates must be allowed **seven hours** to complete this assessment (this does not include the time it takes to undertake the fieldwork). Candidates should spend approximately:

- 1 hour completing task 1
- 1 hour 30 minutes completing task 2
- 1 hour 30 minutes completing task 3
- 45 minutes completing task 4
- 1 hour completing task 5
- 1 hour 15 minutes completing task 6.

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Resources

Candidates must always have access to this handbook and the resources within it during the completion of the NEA.

Collaboration

The report needs to be undertaken without collaboration. However, candidates can collaborate with other candidates as part of the planning and for data collection purposes (Tasks 1 and 2).

Supervision

All tasks in this unit are taken under indirect supervision.

| Type | Description |
|----------|--|
| Indirect | <p>Candidates do not need to be directly supervised at all times</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates participate in the assessment• there is sufficient supervision to ensure that work can be authenticated• the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> |

Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the conditions set out in this assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table.

Task marking

WJEC will mark all evidence produced by candidates.

Centres **must** ensure that a **candidate cover sheet** is completed for every candidate and digitally attached to the front of the candidate's work.

Centres **must** also ensure that candidates complete a **candidate declaration form**, which must also be digitally attached to the candidate's work alongside the candidate cover sheet.

Centres must complete a **fieldwork statement**, confirming that each learner has been provided with an opportunity to undertake their Unit 2 Geographical Fieldwork on one day and in one named location. These forms should be sent in digitally when all candidate work is being submitted in the February of the year of the final award.

These three documents, along with this NEA handbook, will be stored in the Fieldwork Guidance section of the WJEC GCSE Geography website.

Notes on the completion of the Candidate Cover Sheet and Candidate Declaration Form

- The forms must be completed and securely attached to the Candidate's work, which is then uploaded via Surpass.
- The forms can be completed electronically or manually. Electronic signatures will be accepted.

Further information

You should refer the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

Assessment details

For this assessment learners are required to undertake a fieldwork enquiry following the six-stage enquiry process.

Tasks are not intended to change for the lifetime of the qualification. The two selected topics will change annually; the choice of topics up to 2030 is outlined in the table below. Further topics will be released at a later date; Centres can select **one** of the two topics. Centres have the flexibility to decide when during the year learners undertake the assignment.

This assessment contributes to 25% of the overall qualification grade and will take 7 hours for candidates to complete the tasks (this does not include the time it takes to undertake the fieldwork). The tasks will be marked out of a total of 90 marks.

This unit will be assessed through an externally set assignment, which will be set and marked by WJEC. Assessments must be submitted digitally (they may be handwritten and scanned or completed digitally).

WJEC has set two topic areas every year and an annual decision will be made by the centre on **one** topic area that the fieldwork enquiry will be based on.

| Year of submission | Choice of topic (Centres to select one from two) | |
|--------------------|--|--------------------|
| 2026 | Geographical flows | Settlement |
| 2027 | Sustainability | Change over time |
| 2028 | Mitigating risk | Place and space |
| 2029 | Inequality | Geographical flows |
| 2030 | Settlement | Sustainability |

It is important that centres select the topic from the year that they plan to submit the work to WJEC for marking as this may be different to the year that the candidates undertake the assessment. If candidates choose to re-sit this unit at a later date, they must undertake a fieldwork enquiry for one of topics selected for the academic year they are submitting. The submission deadline for Unit 2 work will be **5th February** in the year allocated to each topic.

Centres will be expected to carry out fieldwork for the Unit 2 enquiry on one day, outside the classroom and school grounds. This must be authenticated by completing the fieldwork statement, signed by the Head of Centre, outlining the date, location and nature of the fieldwork conducted. Centres are encouraged to undertake further fieldwork during the course, either to support learning or to practice for the Unit 2 enquiry, however this is not required to be declared on the fieldwork statement.

Information for Candidates

About this pack: information and instructions for candidates

This information is for candidates completing Unit 2 Developing Fieldwork Skills.

Within this pack, you will find:

- your assignment
- a detailed breakdown of each task, the evidence requirements, and the conditions (controls) under which the task is to be completed
- information which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work

You will have seven hours in total to complete this assessment. You should spend approximately:

- 1 hour completing task 1
- 1 hour 30 minutes completing task 2
- 1 hour 30 minutes completing task 3
- 45 minutes completing task 4
- 1 hour completing task 5
- 1 hour 15 minutes completing task 6.

You can collaborate on Tasks 1 and 2 but must work independently on Tasks 3 to 6. You must not take your work home at any time. It must stay securely stored in your centre between assessment sessions.

Your teacher is allowed to help you to understand the assessment requirements and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

You and your teacher will be required to sign a declaration that all work presented is your own work and was completed without any assistance beyond any collaboration with other students to develop enquiry questions and safely collect data.

You are advised to check your work carefully to make sure that it is accurate and correct.

Assessment:

Plan and carry out an individual fieldwork enquiry based on the given topic. You will need to produce a written report by completing tasks 1 to 6 which follow the 6-stage enquiry process.

You have **seven** hours to complete your report. Undertaking your fieldwork is **not** included in this time. You will carry out your fieldwork data collection in a group, with your teacher present to oversee the activity. You must not do it on your own.

Your report needs to be undertaken independently. However, you can collaborate with other learners as part of the planning and for data collection purposes (Tasks 1 and 2). Exactly what you can collaborate on is outlined in the Task 1 and 2 instructions on the next 3 pages.

WJEC will set two topic areas in any given year, and an annual decision will be made in your centre on **one** topic area that your fieldwork enquiry will be based on. The topics include:

- change over time
- geographical flows
- inequality
- place and space
- mitigating risk
- settlement
- sustainability.

You are required to:

- plan your individual fieldwork investigation
- collect your evidence
- process and present your evidence
- analyse and apply your evidence
- draw conclusions
- evaluate each stage of your enquiry.

Tasks

| | Task | Evidence | Controls |
|---|--|--|--|
| 1 | <p>(a) Plan your enquiry question/s. You should:</p> <ul style="list-style-type: none"> • link your question/s to a given topic • give a predicted and justified outcome. <p style="text-align: center;">[6 marks]</p> <p>(b) Select the location of the enquiry. You should:</p> <ul style="list-style-type: none"> • use appropriate Ordnance Survey (OS) maps to locate fieldwork study sites using four and six figure grid references, ensuring that they have all the correct information (for example, scale, north arrow, key and title) • explain why the location is appropriate. <p>N.B. If this data is not available or is presented as a hard copy you will not be penalised.</p> <p style="text-align: center;">[4 marks]</p> <p>(c) Explain the risks associated with your enquiry. You should:</p> <ul style="list-style-type: none"> • recognise what safety risks need consideration and suggest strategies that will reduce these risks • recognise the need to be sympathetic geographers, by recognising ethical considerations, including human rights and diversity and/or the need to minimise the | <p>Section 1 of the report: Planning.</p> <p>A risk assessment</p> | <p>Supervision: Indirect</p> <p>Guidance: Not permitted</p> <p>Resources:</p> <ul style="list-style-type: none"> • Ordnance Survey (OS) maps for the study location • relevant Geographical Information Systems data for the study location or wider area. <p>Collaboration: Permitted</p> |

| | | | |
|---|---|--|--|
| | <p>environmental impact of fieldwork projects</p> <ul style="list-style-type: none">• consider the impact of other restrictions on data collection (for example, accessibility, time, equipment and travel). <p>[6 marks]</p> | | |
| You should spend approximately 1 hour completing this task. | | | |

| | Task | Evidence | Controls |
|----------|--|--|--|
| 2 | <p>(a) Design your sampling approach.</p> <p>You should:</p> <ul style="list-style-type: none"> select a data collection site(s), highlighting why it is appropriate consider factors influencing sample size and decide on a sample size decide on a sampling method and plan to obtain a representative and inclusive sample, highlighting why it is appropriate. <p>[10 marks]</p> <p>(b) Complete your data collection.</p> <p>You should:</p> <ul style="list-style-type: none"> design primary data collection sheets select and use fieldwork equipment to gain accurate and reliable results, stating why they are beneficial select and use quantitative data collection techniques, if appropriate, stating why they are relevant select and use qualitative data collection techniques, if appropriate, stating why they are relevant find, select and use the most relevant secondary data, stating why they are relevant ensure the secondary data used adds value to your enquiry in terms of: <ul style="list-style-type: none"> context comparison with primary data | <p>Section 2 of the report: Data collection</p> <p>A reference list of all secondary data sources.</p> | <p>Supervision: Indirect</p> <p>Guidance: Permitted when data is being collected in the field and equipment is being used.</p> <p>Resources:</p> <ul style="list-style-type: none"> access to relevant secondary data sources fieldwork equipment relevant to the topic being investigated Ordnance Survey (OS) maps. <p>Collaboration: Permitted</p> |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • understanding the reliability and validity of secondary data • accurately reference all sources of secondary data by citing sources, using a bibliography/resource list. <p>[10 marks]</p> | | |
|--|---|--|--|

You should spend approximately 1 hour 30 minutes completing this task.

| | Task | Evidence | Controls |
|----------|--|---|---|
| 3 | <p>Present your evidence.</p> <p>You should:</p> <p>(a) Select two or more sets of primary data which contribute to answering the enquiry question. [6 marks]</p> <p>(b) Select secondary data which contributes to answering the enquiry question. [6 marks]</p> <p>(c) Use two or more appropriate numerical and statistical techniques for your data. You should include the processes/calculations in your report. [6 marks]</p> <p>(d) Use two or more appropriate presentation methods for your data. [6 marks]</p> | <p>Section 3 of the report: Data presentation</p> | <p>Supervision: Indirect</p> <p>Guidance: Not permitted</p> <p>Resources:</p> <ul style="list-style-type: none"> • ICT access • graph paper • stationery • data collection. <p>Collaboration: Not permitted</p> |

You should spend approximately 1 hour 30 minutes completing this task.

| | Task | Evidence | Controls |
|----------|--|--|--|
| 4 | <p>Analyse the patterns and trends from your evidence from the primary and secondary data presentation and statistical techniques from Task 3.</p> <p>You should:</p> <ul style="list-style-type: none"> • analyse them in relation to the original enquiry questions. <p>[6 marks]</p> | Section 4 of the report: Data analysis | <p>Supervision: Indirect</p> <p>Guidance: Not permitted</p> <p>Resources: Data and data presentation</p> <p>Collaboration: Not permitted</p> |

You should spend approximately 45 minutes completing this task.

| | Task | Evidence | Controls |
|----------|--|--------------------------------------|---|
| 5 | <p>(a) Consider the conclusions that can be drawn from the enquiry.</p> <p>You should:</p> <ul style="list-style-type: none"> • draw supported conclusions which answer the original enquiry question/s • use relevant primary and secondary data to support the conclusions. <p>[4 marks]</p> <p>(b) Explain how your enquiry conclusions link to geographical concepts.</p> <p>[6 Marks]</p> | Section 5 of the report: Conclusions | <p>Supervision: Indirect</p> <p>Guidance: Not permitted</p> <p>Resources: Data, data presentation and data analysis</p> <p>Collaboration: Not permitted</p> |

You should spend approximately 1 hour completing this task.

| | Task | Evidence | Controls |
|----------|--|--|---|
| 6 | <p>(a) Evaluate each stage of the enquiry, including:</p> <ul style="list-style-type: none"> • planning the enquiry • collecting evidence • processing and presenting data • analysing and applying data • drawing conclusions. <p>You should consider strengths and weaknesses of each stage.</p> <p>[8 marks]</p> <p>(b) Using your enquiry outcomes, present ideas for possible improvements to data collection, presentation and/or analysis that could be used in future enquiries into the topic you investigated.</p> <p>You should:</p> <ul style="list-style-type: none"> • give suggestions where improvements could be made • consider further areas of investigation inspired by your findings and highlight geographical questions that have arisen as a result of your findings. <p>[6 marks]</p> | <p>Section 6 of the report: Evaluation</p> | <p>Supervision: Indirect</p> <p>Guidance: Not permitted</p> <p>Resources: Data, data presentation and data analysis</p> <p>Collaboration: Not permitted</p> |

You should spend approximately 1 hour 15 minutes completing this task.

End of tasks

Information for candidates

The following information has been taken from the [JCQ Information for candidates – non-examination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Information for Candidates

- When you submit your work and sign your candidate declaration form, you are signing to say that the work has been produced in line with controls and guidance set out for this assessment.

Instructions for Candidates

- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on Tasks 1 and/or 2, you **must** each write up your own account of what you did. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure.
- **Do not** copy anyone's work and try to pass it off as your own.
- **Do not** use pre-prepared online solutions (such as those produced by AI tools and chatbots).
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** There are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, you will be referred to the Malpractice panel who might impose a penalty.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

Marking scheme

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 1 (a)

Plan your enquiry question/s.

You should:

- link your question/s to a given topic
- give a predicted and justified outcome.

AO2

6 marks available

| Evidence | 1 | 2 | 3 |
|---|---|---|---|
| Applying enquiry questions to chosen topic | Enquiry question/s are identified but may not fully link to the chosen topic area. | Enquiry question/s are identified and are linked to the chosen topic area. | Enquiry question/s are clearly identified with an explicit link to the chosen topic area. |
| Predicted and justified outcome | Justification as to why the question/s are appropriate may lack clarity. Predicted outcome/s to the enquiry question/s are provided but reasoning may lack clarity. | Clear justification as to why the question/s are appropriate. Predicted outcome/s to the enquiry question/s are provided with some reasoning. | Very clear justification as to why the question/s are appropriate. Predicted outcome/s to the enquiry question/s are provided with clear reasoning. |
| Total: /6 | | | |

Task 1 (b)

Select the location for the enquiry.

You should:

- use appropriate Ordnance Survey (OS) maps to locate fieldwork study sites using four and six figure grid references, ensuring that they have all the correct information (for example, scale, north arrow, key and title)
- explain why the location is appropriate.

N.B. If this data is not available or is presented as a hard copy you will not be penalised.

AO4

| Marks available | | | |
|---|--|---|---|
| 1 | 2 | 3 | 4 |
| Ordnance Survey maps are provided with no grid references and/or annotations used to locate the study sites. Maps display very little of the correct information (scale, north arrow, key and title). Minimal explanation is provided as to why the chosen sites are appropriate. | Ordnance Survey maps are provided with four or six figure grid references and annotations used to locate the study sites. Maps display some of the correct information (scale, north arrow, key and title). Some explanation is provided as to why the chosen sites are appropriate. | Ordnance Survey maps are provided with the study sites located using four and six figure grid references, but there may be some inaccuracies. Maps display most of the correct information (scale, north arrow, key and title). Written explanation is provided as to why the chosen sites are appropriate. | Ordnance Survey maps are provided with the study sites clearly located using four and six figure grid references and detailed annotations. Maps display all the correct information (scale, north arrow, key and title). Written explanation is provided fully explaining why the chosen sites are appropriate. |
| Total: /4 | | | |

Task 1 (c)

Explain the risks associated with your enquiry.

You should:

- recognise what safety risks need consideration and suggest strategies that will reduce these risks
- recognise the need to be sympathetic geographers, by recognising ethical considerations, including human rights and diversity and/or the need to minimise the environmental impact of fieldwork projects
- consider the impact of other restrictions on data collection.

AO2

6 marks available

| Evidence | 1 | 2 |
|--|---|--|
| Recognising what safety risks need consideration and suggest strategies that will reduce these risks | Some safety risks are identified with some reference to relative risk level provided. Some strategies are suggested to reduce the risk level but lack clarity. | A number of safety risks are identified, and risk level considered. Appropriate strategies are suggested to reduce the risk level for all identified risks. |
| Recognising the need to be sympathetic geographers, by recognising ethical considerations, including human rights and diversity | Reference to the need to be sympathetic geographers. Human rights and diversity and/or environmental impact of fieldwork are considered. | Detailed reference to the need to be sympathetic geographers. Human rights and diversity and/or environmental impact of fieldwork are fully considered. |
| Considering the impact of other restrictions on data collection | Consideration is made of the impact of other restrictions on data collection but lacks detail. | Detailed consideration of the impact of other restrictions on data collection. |
| | | Total: /6 |

Task 2 (a)

Design your sampling approach.

You should:

- select a data collection site(s), highlighting why it is appropriate
- consider factors influencing sample size and decide on a sample size
- decide on a sampling method and plan to obtain a representative and inclusive sample, highlighting why it is appropriate.

AO4**10 marks available**

| Evidence | 1 | 2 | 3 |
|--|---|--|---|
| Selection of a data site | Basic description of how the data collection sites were selected. No reasoning is provided. | Some description of how the data collection sites were selected, with some reasoning as to why they are appropriate. | Detailed description of how the data collection sites were selected, with clear reasoning as to why they are appropriate. |
| Factors influencing sample size and decide on a sample size | Basic reference to sample size with little consideration of factors. | Reference to sample size with some consideration of influencing factors. | Clear reference to sample size with detailed consideration of influencing factors. |
| Sampling method | Sampling method is described but lacks detail. | Sampling method is described in detail. | |
| Planning to obtain a representative and inclusive sample | Basic reference made to obtaining a representative and inclusive sample. | Clear reference made to obtaining a representative and inclusive sample. | |
| | | | Total: /10 |

Task 2 (b)

Complete your data collection.

You should:

- design primary data collection sheets
- select and use fieldwork equipment to gain accurate and reliable results, stating why they are beneficial
- select and use quantitative data collection techniques, if appropriate, stating why they are relevant
- select and use qualitative data collection techniques, if appropriate, stating why they are relevant
- find, select and use the most relevant secondary data, stating why they are relevant
- ensure the secondary data used adds value to your enquiry in terms of:
 - context
 - comparison with primary data
 - understanding the reliability and validity of secondary data
- accurately reference all sources of secondary data by citing sources, using a bibliography/resource list.

Band**AO4****9-10 marks**

An excellent data collection which demonstrates:

4

- inclusion of data collection sheets for all relevant primary data collected
- a detailed description of how fieldwork equipment was used with full reasoning as to why this was beneficial
- a detailed description of all relevant quantitative data collection techniques (if appropriate) with full reasoning
- a detailed description of all relevant qualitative data collection techniques (if appropriate) with full reasoning
- a detailed description of secondary data used with full reasoning
- accurate referencing of secondary data sources
- highly effective communication – the response has purpose, is well organised and well structured.

| | |
|---|---|
| | 6-8 marks |
| 3 | <p>A good data collection which demonstrates:</p> <ul style="list-style-type: none"> • inclusion of data collection sheets for most relevant primary data collected • a description of how fieldwork equipment was used with some reasoning as to why this was beneficial • a detailed description of all relevant quantitative data collection techniques (if appropriate) with some reasoning • a detailed description of all relevant qualitative data collection techniques (if appropriate) with some reasoning • a detailed description of secondary data used with some reasoning • mainly accurate referencing of secondary data sources • effective communication – the response is organised and structured. |
| 2 | 3-5 marks |
| | <p>A basic data collection which demonstrates:</p> <ul style="list-style-type: none"> • inclusion of data collection sheets for some relevant primary data collected • a description of how fieldwork equipment was used with little reasoning offered as to why this was beneficial • a description of all relevant quantitative data collection techniques (if appropriate) with little reasoning offered • a description of all relevant qualitative data collection techniques (if appropriate) with little reasoning offered • A description of secondary data used. Little reasoning offered • referencing of secondary data sources that may contain errors • clear communication with some structure. |
| 1 | 1-2 marks |
| | <p>A limited data collection which demonstrates:</p> <ul style="list-style-type: none"> • few data collection sheets for primary data are included • a description of how fieldwork equipment was used with no reasoning offered as to why this was beneficial • a description of some quantitative data collection techniques (if appropriate) with no reasoning offered • a description of some qualitative data collection techniques (if appropriate) with no reasoning offered • a description of secondary data used with no reasoning offered. • no referencing of secondary data sources • communication that lacks clarity. Statements are linked by a basic structure. |
| 0 | No response attempted or nothing worthy of credit. |

Task 3 (a)

Select **two** or more sets of primary data which contribute to answering the enquiry question.

AO4

| Marks available | | | | | |
|---|---|--|--|--|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| One data set has been selected. There is no link to the enquiry question. | Two or more data sets have been selected but are not appropriate to the enquiry question. | Two or more sets of primary data have been selected. However, the selection of data is not all appropriate for answering the enquiry question. | Two or more appropriate sets of primary data have been selected and partially applied to the enquiry question. | Two or more appropriate sets of primary data have been selected and applied to the enquiry question in a mostly accurate manner. | Two or more highly appropriate sets of primary data have been selected and applied to the enquiry question with accuracy. |
| Total: /6 | | | | | |

Task 3 (b)

Select secondary data and explain how it contributes to answering the enquiry question.

AO4

| Marks available | | | | | |
|---|---|--|--|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Secondary data has been selected but is not linked to the enquiry question. | Secondary data has been selected but has minimal links to the enquiry question. | Secondary data has been selected. The selection of data is partially appropriate for answering the enquiry question. | Secondary data has been selected and mostly applied to the enquiry question. | Appropriate secondary data has been selected and applied to the enquiry question in a mostly accurate manner. | Highly appropriate secondary data has been selected and applied to the enquiry question with accuracy. |
| Total: /6 | | | | | |

Task 3 (c)

Use **two** or more appropriate numerical and statistical techniques for your data. You should include the processes/calculations in your report.

AO4

| Marks available | | | | | |
|--|--|---|--|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Basic numerical or statistical techniques have been selected but not appropriately applied. Process / calculations are missing. | Numerical or statistical techniques have been selected but have been applied with errors or are not appropriate. Process / calculations are incomplete. | Some appropriate numerical and statistical techniques have been selected and applied but with a number of errors. Limited processes / calculations are included in the report. | Two or more appropriate numerical and statistical techniques have been selected and applied but there are some errors. Some of the processes / calculations of these techniques are included in the report. | Two or more appropriate numerical and statistical techniques have been selected and applied in a mostly accurate manner. The process / calculations of these techniques are clear in the report. | Two or more appropriate numerical and statistical techniques have been selected and applied with accuracy. The process / calculations of these techniques are very clear in the report. |
| Total: /6 | | | | | |

Task 3 (d)

Use two or more appropriate presentation methods for your data.

AO4

| Marks available | | | | | |
|--|--|---|---|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 |
| The data presentation technique/s which has been chosen are inappropriate and have many inaccuracies. Any data presentation techniques included (title, scale, labels, key etc) are inaccurate. | Data presentation technique/s have been selected but have been applied with errors or are not appropriate. Very few presentation techniques are included (title, scale, labels, key etc). | Some appropriate data presentation techniques have been selected and applied but with a number of errors. Some data presentation techniques are included (title, scale, labels, key etc) but may have some errors. | Two or more appropriate data presentation techniques have been selected and completed but there are some errors. Most of the data presentation techniques are included (title, scale, labels, key etc), but may have errors. | Two or more appropriate data presentation techniques have been selected and completed in a mostly accurate manner. Most of the data presentation techniques are included (title, scale, labels, key etc). | Two or more appropriate data presentation techniques have been selected and completed with accuracy. All data presentation techniques are included (title, scale, labels, key etc). |
| Total: /6 | | | | | |

Task 4

Analyse the patterns and trends from your evidence from the primary and secondary data presentation and statistical techniques from Task 3. You should analyse them in relation to the original enquiry questions.

| Band | AO3 |
|------|---|
| 3 | 5-6 marks A very good analysis which demonstrates: <ul style="list-style-type: none">• accurate analysis of patterns and trends with use of data to quantify or qualify them• meaningful links made between primary and secondary data which begin to show interrelationships• clear links to the original enquiry question/s• clear communication – the response is organised and structured. |
| 2 | 3-4 marks A good analysis which demonstrates: <ul style="list-style-type: none">• analysis of patterns or trends with limited use of data to quantify or qualify them• some links made between data primary and secondary data• some links to the original enquiry question/s• communication is generally clear with some structure. |
| 1 | 1-2 marks A basic analysis which demonstrates: <ul style="list-style-type: none">• some analysis of a pattern or trend• minimal links made between primary and secondary data• minimal links to the original enquiry question/s• a lack of clarity. Statements are linked by a basic structure. |
| 0 | No response attempted or nothing worthy of credit. |

Task 5 (a)

Consider the conclusions that can be drawn from the enquiry.

You should:

- draw supported conclusions which answer the original enquiry question/s
- use relevant primary and secondary data to support the conclusions.

AO3

| Marks available | | | |
|---|---|--|---|
| 1 | 2 | 3 | 4 |
| Limited conclusions are drawn for some enquiry questions. Weak or irrelevant data is selected. The response lacks organisation and structure. | Conclusions are drawn which partially answer the original enquiry question/s. Some primary and/or secondary data is selected but not all is relevant. The response may lack organisation and structure. | Conclusions are drawn which mostly answer the original enquiry question/s. Some relevant primary and secondary data is selected. The response is generally organised and structured. | Detailed conclusions are drawn which answer the original enquiry question/s. Most relevant primary and secondary data is selected to support the conclusions. The response is organised and structured. |
| Total: /4 | | | |

Task 5 (b)

Explain how your enquiry conclusions link to geographical concepts.

AO2**Marks available**

| 1 | 2 | 3 | 4 | 5 | 6 |
|--|--|---|---|--|---|
| Brief reference to geographical concepts. The link to enquiry evidence is weak or missing. | Reference to some geographical concepts but these lack detail and are not fully related to the enquiry evidence. | The presentation of how the enquiry conclusions links to some wider geographical concepts features some inaccuracies. | Good presentation of how the enquiry conclusions link to wider geographical concepts. | Detailed presentation of how the enquiry conclusions link to relevant wider geographical concepts. | Detailed and elaborated presentation of how the enquiry conclusions link to relevant wider geographical concepts. |
| Total: /6 | | | | | |

Task 6 (a)

Evaluate each stage of the enquiry, including:

- planning the enquiry
- collecting evidence
- processing and presenting data
- analysing and applying data
- drawing conclusions.

You should consider strengths and weaknesses of each stage.

N.B If a candidate has not evaluated all stages to the same standard, markers should make a judgement on the overall quality of the evaluation and use this to determine the most appropriate band.

| Band | AO3 |
|------|---|
| 4 | 7-8 marks <p>An excellent evaluation which demonstrates:</p> <ul style="list-style-type: none">• a thorough consideration of specific strengths and weaknesses for the five previous stages of the enquiry• justified decisions regarding the validity of each of the 5 previous stages of the enquiry• highly effective communication – the response has purpose, is well organised and well structured. |
| 3 | 5-6 marks <p>A good evaluation which demonstrates:</p> <ul style="list-style-type: none">• a consideration of strengths and weaknesses for the five previous stages of the enquiry• decisions made regarding the validity of each of the 5 previous stages of the enquiry• effective communication – the response is organised and structured. |
| 2 | 3-4 marks <p>A basic evaluation which demonstrates:</p> <ul style="list-style-type: none">• some consideration of specific strengths and weaknesses for four previous stages of the enquiry• some reference to the validity of the stages made, but lacks clarity• clear communication with some structure. |

| | |
|----------|---|
| | 1-2 marks |
| 1 | A limited evaluation which demonstrates: <ul style="list-style-type: none"> • minimal consideration of specific strengths and weaknesses for three previous stages of the enquiry • minimal suggestions of improvements that could be made • simplistic decisions regarding the validity of previous stages • communication that lacks clarity. Statements are linked by a basic structure. |
| 0 | No response attempted or nothing worthy of credit. |

Task 6 (b)

Using your enquiry outcomes, present ideas for possible improvements to data collection, presentation and/or analysis that could be used in future enquiries into the topic you investigated.

You should:

- give suggestions where improvements could be made
- consider further areas of investigation inspired by your findings and highlight geographical questions that have arisen as a result of your findings.

AO4**6 marks available**

| Evidence | 1 | 2 | 3 |
|---|--|---|---|
| Suggestions where improvements could be made to data collection, presentation and analysis | Basic suggestions are made of where improvements could be made. | Some valid suggestions are made of where improvements could be made. | Valid and detailed suggestions are made of where improvements could be made. |
| Further areas of investigation and geographical questions that have arisen | Basic suggestions are made as to the 'next steps' for further investigative enquiries. | Some valid suggestions are made as to the 'next steps' for further investigative enquiries. | Valid and detailed suggestions are made as to the 'next steps' for further investigative enquiries. |
| | | | Total: /6 |