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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**GEOGRAPHY – G3B  
1203/02**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

### G3 Assessment Objectives Grid

Question	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total
<b>G3 A</b>	13 (extend geographical ideas, concepts & processes)	7 (evaluations & connections between aspects of Geography)	5 (reach conclusions & communicate findings)	<b>25</b>
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<b>G3B (a) (b)</b>	3 6 (geographical concepts)	3 3 (apply understanding and evaluation of techniques)	4 6 (use a range of skills & techniques)	<b>10 15</b>
	<b>35 46%</b>	<b>20 27%</b>	<b>20 27%</b>	<b>75 (100%)</b>

### INFORMATION FOR EXAMINERS

Mark the answers according to the level descriptors in the mark bands and when determining the mark and taking everything into account, allocate it on the principle of 'best fit'. The mark awarded should be the one that most fairly reflects the achievement against the level descriptor. It is not necessary for every single aspect of a level descriptor to be met for the mark awarded.

If candidates answer in a way that is not anticipated by the mark scheme, but provide an acceptable answer to the question set, please use the generic mark scheme on page 2 to determine an appropriate mark. If in doubt, please consult your team leader.

## SECTION B: RESEARCH

**G3B** contains ten two part questions marked out of 10 (Part a) and 15 (Part b).

**Part (a)** is marked in three levels.

Level	Description of quality	Marks Range	Characteristics of level (It is not necessary to meet all of the characteristics to be placed in a level)
3	Very good  Good	8-10	Very good knowledge and understanding used critically which is applied to aspect(s) of research enquiry examined. The work is obviously based on research and uses it to provide good supporting evidence. A clear, coherent mini essay that is grammatically correct. May include well-annotated maps and/or diagrams to support answer. Allow full marks for thorough description.
2	Average	4-7	Good knowledge and understanding with some critical appreciation of the aspect(s) of research enquiry examined. A clear structured mini essay that uses good quality of written communication but argues points soundly rather than strongly. Appropriate diagrams and/or maps not always fully labelled.
1	Weak	1-3	Some limited knowledge and understanding of aspect(s) of research enquiry examined but some points may be partial and lack exemplar support from research. 'All I know' rather than an answer to the question. Language is variable; lacking paragraphs and may have weak grammar and syntax.

**Part (b)** is marked in four levels.

Level	Description of quality	Marks Range	Characteristics of level (It is not necessary to meet all of the characteristics to be placed in a level)
4	Excellent  Very Good	13-15	Very good knowledge of the topic studied and a critical awareness of the route to enquiry and findings as applied to the topic in question. Provides very good support from own research. Written in a sound coherent essay style, which is grammatically correct with a sequence of ideas that enable the question to be answered fully. Concludes in relation to the question. May include well-annotated maps and/or diagrams to support answer.
3	Good	9-12	Good knowledge of the topic with some gaps. Understanding of the route to enquiry and findings is present with some critical awareness, but this may be sound rather than strong. A clearly structured essay that uses good quality of written communication. Appropriate diagrams and/or maps not always fully labelled.
2	Average  Marginal	5-8	Knowledge and understanding present but some points may be partial and lack exemplar support from research theme studied or may only be of potential relevance to the research topic. Language is straightforward and will possibly lack paragraphing. Perhaps going off on a tangent with an 'all I know' answer.
1	Weak	1-4	Some knowledge and understanding but with gaps and misconceptions that indicate an inability to understand the question. Evidence that the research was superficial. Only limited support from research. Language is variable and slips occur.

**GCE GEOGRAPHY**

**SECTION B: RESEARCH**

**MARK SCHEME – SUMMER 2016**

- (a) **For an investigation into (context), outline and justify data collection methods that could be used. [10]**

As with previous cycles there is no need for candidates to draw parallels with their own study, but this should be given credit if it helped to develop the answer. Methods of data collection should be appropriate to the topic under investigation.

Candidates should demonstrate their knowledge of methods of data collection and how they could be used. Any suitable and appropriate methods (i.e. to the theme) should be credited. These could be appropriate to both primary and secondary data collection.

From the WJEC list of command words: **Outline:** Give a brief summary of the main characteristics. **Justify:** Explain why your choice is better than the possible options.

**Some comment on the justification of methods described will be relevant,** including reference to the rigour associated with the method selected. Examples described might include for example, GIS, digital data capture, questionnaires, surveys (EIA, EQA, Bi-Polar) transects, cross-sections, web based technology, photographs, maps and data recorders, sampling methods.

The above list is not exhaustive; please accept any reasonable and appropriate method.

<b>Level 3 8-10 marks</b>	A <b>good</b> outline and justification of appropriate methods of data collection relevant to the topic area, developed in some depth. <b>Good</b> appreciation of advantages and disadvantages of the methods of data collection described. Candidates may state a viewpoint or make a judgement of the methods of data collection described. Answers can access this level without reference to their own investigation, although if mentioned it should be given credit.
<b>Level 2 4-7 marks</b>	<b>Either:</b> some outline and justification of appropriate methods of data collection, relevant to the topic area. <b>Or:</b> unbalanced – detailed outline or detailed justification. Responses which only outline one method, might reach the top of this level.
<b>Level 1 1-3 marks</b>	<b>Basic</b> outline of the methods of data collection. There may be just a list of the methods of data collection and there is unlikely to be much, if any, justification.

- (b) For your investigation into (context), describe the main findings and discuss how any limitations could be overcome. (15)

*You should state clearly the title of your research enquiry.*

The content will depend upon the investigation undertaken, but in their answers candidates should give a summary of their findings (ideally using evidence), and describe the limitations and discuss how these could be overcome/improved. Expect some use of supporting evidence to access higher levels.

Mention might be made on the accuracy and reliability of their findings and how it may affect their investigation. Better candidates will probably recognise the links to theory and make detailed comment on how the limitations identified could have been overcome, perhaps relating to the whole process.

Limitations should relate to the investigation, and this should be reflected in the suggestions as to how these limitations could be overcome. These might relate to any element of the investigation: planning, data collection, data presentation, analysis or conclusions.

**Describe:** Identify distinctive features and give descriptive factual detail. **Discuss:** provide reasoned suggestions.

<b>Level 4 13-15 marks</b>	<b>Detailed</b> description of the findings of their investigation, with good evidence/support. Reasoned suggestion for ways in which the limitations suggested could be overcome.
<b>Level 3 9-12 marks</b>	<b>Either: good</b> description of findings of their investigation, with some support/evidence. Some discussion about the ways in which their limitations could be overcome. <b>Or: unbalanced – either</b> detailed description of findings <b>or</b> reasoned discussion about how the limitations suggested could be overcome.
<b>Level 2 5-8 marks</b>	<b>Either: some</b> findings of their investigation, with some support/evidence. Basic discussion about the extent to which limitations suggested could be overcome. <b>Or: unbalanced – either</b> good description of findings <b>or</b> some discussion about the suggested ways in which the limitations could be overcome.  Answers with <b>no reference</b> to the context could access this level.
<b>Level 1 1-4 marks</b>	Basic findings and/or discussion in relation to the topic.