OXFORD

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INTERNATIONAL GCSE
GEOGRAPHY
9230

Paper 3 Geographical and Fieldwork Skills

Mark scheme

June 2022

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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.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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 descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets 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 descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which 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 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.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

Section A – Geographical skills

Question 1

Qu	Part	Marking guidance	Total marks
01	1	**Which one of the following is the most appropriate method to present data given as different percentages of a total?** **C** Pie chart	**1 mark AO3=1**

Qu	Part	Marking guidance	Total marks

01	2	**Outline how satellite photographs can be used by geographers.**
		
		1 x 2 or 2 x 1
		
		Answers could include:
		
		• they look directly down on a large area of the earth (1) and provide data (e.g., Landsat) which would otherwise be unavailable (1d)
		• can be digitally enhanced to show certain land uses (1) such as types of agriculture (1d)
		• can be used to identify landscape features (1) such as river valleys, mountain ranges (1d)
		• can be used to show specific environmental conditions (1) such as:
		  • pollution patterns (1d)
		  • deforestation (1d)
		  • weather features such as storms, cyclones (1d).
		
		Credit other valid suggestions.
			2 marks AO2=2

Qu	Part	Marking guidance	Total marks
01	3	**What is the height above sea level of the river channel at point A in Figure 1?** **B** Below 10 metres	**1 mark AO4=1**

Qu	Part	Marking guidance	Total marks
01	4	**Describe the gradient of the land from point X to the river channel at point Y.** Description could include: • gradient is steep (1) (or large/high downward/downhill gradient) (1) • overall, it falls approximately 60 m in 300 m/20% gradient (1) • total fall in height of >60 m asl to <10 m asl in a stated distance (1) • in its steepest part it loses >30 m in 100 m/1 in 3 gradient (1) • accept other mathematical calculations of gradient on any section of X–Y, if accurate (1) • the slope is steepest between 50 m asl and 40 m asl (or 60 m–30 m) (1) • the gradient is less steep between 30 m asl and 20 m asl (1) • the gradient becomes even gentler near the river (1) (or flattest gradient is from 10 m contour to point Y/river) (1).	**2 marks** **AO4=2**

Question 2

Qu	Part	Marking guidance	Total marks
02	1	**Which of the following is the correct latitude and longitude for Mount Olympus?** **C** 34° 55'N; 32° 52'E	**1 mark AO4=1**

Qu	Part	Marking guidance	Total marks
02	2	**Describe two features of the relief shown on Figure 2.** Descriptions of the significant features of relief should be clear and could include: • Troodos Mountains – mountain range in west or SW part of island extending approximately 67 km x 50 km (approx. 3250–3500 km^2) (1) ***or*** reaching heights of 1000 m to 1500 m (1) with peaks such as Mount Olympus at nearly 2000 m (1) • A band of low-lying land/flat plain (generally less than 500 m) mainly in the east of the island (Mesaoria) and/or running centrally across the island in approximately a west-east direction (1) • The coastal plain surrounds most of the island (except for SW) with heights of 0-100/200 m (1) • Kyrenia Mountains – a relatively narrow ridge of mountains (1) in the north of the island running parallel for over 50 km with the north coast ***or*** Kyrenia Mountains are generally lower than the Troodos Mountains at around 500–600 m above sea level (1). Credit any other valid description of features of relief.	**2 marks AO4=2**

<table>
<tr><th>Qu</th><th>Part</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>02</td><td>3</td><td>
Suggest reasons for the pattern of settlement shown on Figure 2.
<table>
<tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Clear reasons suggested for pattern of settlement.
Clear reference to Figure 2 map to support reasons.</td></tr>
<tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic reasons suggested for settlement pattern or may focus more on description.
Limited reference to/support from Figure 2 map.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Indicative content

Main urban areas are located where land is flat and there is available water supply. Flat land has enabled Nicosia to expand outwards from centre in all directions, particularly south along road to other major urban centres on coast.
Avoidance of settlement in mountainous areas because of the difficulty of building and climatic considerations.
Major urban areas are found on the south coast as ports are located in sheltered bays here (e.g., Larnaca and Limassol). These provide work opportunities and therefore income from trade operations.
Ports and smaller coastal settlements also provide a source of employment, income and food from fishing operations.
Sheltered bays also provide potential for tourism and associated employment. Airports on the south coast support this development and also provide work opportunities for those living in nearby towns/cities.
The distribution of urban centres is mainly influenced by physical geography including relief, water supply but also proximity to the coast for economic reasons.
Infrastructure such as road, port and airport developments have reinforced the pattern causing expansion of larger towns/cities as major hubs of settlement and smaller towns are found along lines of communication.

Credit any other valid reasons suggested for the pattern.
</td><td>4 marks
AO3=2
AO4=2</td></tr>
</table>

Question 3

Qu	Part	Marking guidance	Total marks
03	1	**What percentage of Nigeria's exports go to India?** (1 mm = 2%; India = 8 mm) Answer = **16**% (accept range 14–18%)	**1 mark** **AO4=1**

Qu	Part	Marking guidance	Total marks
03	2	**Complete the map by drawing a flow line of exports to the USA using the information below.** **Nigeria's exports (by value) to USA = 6%** • A drawn **shaded flow line** from point in Nigeria WNW to USA (1). • Line ending in USA at **3 mm wide** (1) (accept a line ending 2–4 mm width).	**2 marks** **AO4=2**

<table>
<tr><th>Qu</th><th>Part</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>03</td><td>3</td><td>
Describe the pattern of Nigeria’s exports shown on Figure 3.
<table>
<tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear and comprehensive description of pattern using direction and end location on a global scale.
Clear reference is made to the data provided by the flow line map.</td></tr>
<tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Provides only a basic and partial description of the export trade pattern.
Limited reference to the data shown on the flow line map.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Indicative content

India is Nigeria’s largest export market.
Nigeria’s main export markets lie in the 4 main compass directions (N, E ,S, W) and destinations are on 4 continents: Europe, Asia, Africa and North America.
The pattern is dominated by trade to the north (in NW Europe).
There is more limited export trade westwards to the Americas and no Latin American countries feature as a major export destination (by value) so no flow lines westwards, except for the USA, which is an anomaly.
The main export markets are all a relatively long distance from Nigeria and none of its near neighbouring countries feature as one of its main export destinations.
South Africa is the only other African country that features but that is almost the same distance as its European export markets and is only its 4th largest market.
India is Nigeria’s largest export market but it is one of only two Asian countries that feature in the top eight.
Europe is by far Nigeria’s largest regional export market and a cluster of countries in north and west Europe make up one third of all total exports by value from Nigeria. This shows a northerly and European orientated pattern in the value of its exports.

Credit other valid descriptions of the trade pattern shown.
</td><td>4 marks
AO4=4</td></tr>
</table>

Section B – Fieldwork skills (unfamiliar contexts)

Question 4

Qu	Part	Marking guidance	Total marks
04	1	**Identify two differences between the beach profiles shown in Figure 4.** Answer could include: • Ruakaka is the steeper beach of the two until around 66 m from the shoreline (1) • from around 66 m inland Waipu becomes steeper (1) • Waipu Cove is (2 m) higher/reaches a higher peak (7 m) than Ruakaka (only 5 m) (or obverse) (1) • **Overall** Ruakaka beach is a more gently/evenly-sloping beach than Waipu (or obverse) (1) • Ruakaka has less variation in gradient from the shoreline inland/Waipu more variation (1) • Ruakaka more convex overall profile/Waipu more concave (1) • from 25 m to 80 m inland Ruakaka is higher than Waipu (1) • Waipu Cove is a slightly wider (accept longer) beach than Ruakaka (or obverse) (1) • Waipu extends further inland from the shoreline (95 m) than Ruakaka (only 84 m) (or obverse) (1) Credit any other valid contrast made including specific use of data to contrast gradient or height.	**2 marks AO4=2**

<table>
<tr><th>Qu</th><th>Part</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>04</td><td>2</td><td>
Justify other type(s) of data that the students could collect to improve their understanding of beach profiles.
<table>
<tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides clear justification/reasoning why other data collected would improve understanding of physical processes.
Clear suggestions of other type(s) of data that could be collected linked to possible processes operating.</td></tr>
<tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers only limited reasons to support the use of other type(s) of data.
Basic suggestions of other type(s) of data that could be collected with limited links to processes.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Indicative content

The main processes affecting the profiles are likely to be wave action on the beach and possibly longshore drift. This would suggest:

• need for more information on the waves that affect the beaches – wave height, frequency and angle that the waves meet the shoreline
• justification for this would be to establish the nature of the waves (constructive or destructive) and whether longshore drift was occurring and, if so, in which direction
• measuring/describing sediment size and angularity in the two locations along length and across width of beach would also be useful for understanding the process of longshore drift
• would be useful to collect secondary data on weather conditions, prevailing wind, wind strength and rainfall in order to understand the impact of storms and wave action
• suggesting that the data needs to be collected on more than one occasion/over different time periods is a development that also supports justification in order to understand prevailing conditions and processes.

Credit other valid suggestions of data that could be collected if it can be justified to help improve understanding of beach profiles.
</td><td>4 marks
AO3=4</td></tr>
</table>

Qu	Part	Marking guidance	Total marks
04	3	**Give two soft engineering strategies that could be used to protect the coastline.** • Beach nourishment/reprofiling (1). • Dune regeneration (1). • Stabilisation by planting vegetation (e.g., mangroves) (1).	**2 marks AO2=2**

Qu	Part	Marking guidance	Total marks
04	4	**State the sampling method that was used to collect this data.** • Systematic sampling (1). • Sampling/samples was/were taken at equal intervals (1). • It is a line transect (1).	**1 mark AO3=1**

Qu	Part	Marking guidance	Total marks
04	5	**Suggest one type of graph that could be used to present this data.** • Bar chart/graph (1). • Scattergraph/scatter diagram (1). • Kite diagram (1). • Line graph (1).	**1 mark AO3=1**

Question 5

Qu	Part	Marking guidance	Total marks
05	1	**Calculate the difference between the mean % occupancy of the 5 car parks (A–E) on Tuesdays and on Saturdays.** Tuesday = 56% Saturday = 79% (1) Difference between the mean occupancy rates = 23% (1) NB. If one or both means are calculated incorrectly, still allow second mark for correct difference between the given Tuesday and Saturday values (to avoid double penalty).	**2 marks AO4=2**

Qu	Part	Marking guidance	Total marks
05	2	**Outline an appropriate method of presenting the results of the car park survey.** • Use a bar chart (or double bar charts) (1) with bars for each car park on the two days (1d) – car parks placed on x-axis in rank order of least distance to town centre (1d). If bar chart is selected, accept 'because it is **discrete** data' (1d) as a development point for the 'appropriateness' of using this method of presentation. • Use a divided bar chart with occupancy figures for Tues/Sat compounded for each car park (1) – as above car parks ranked on x-axis from nearest to furthest (1d). • Two bar charts (Tues/Sat) for each car park (1) – geo located/pasted on the sketch map (1d). • Pie charts showing the proportion of cars parked in each car park (1) (one chart for each day) (1d). • Pie charts of occupancy Tues/Sat for each car park (and empty spaces) (1) geolocated on sketch map (1d). 1+1dp only Credit other valid suggestions for an appropriate presentation of the data from the survey with an additional development point for how it is presented (e.g., how axes are labelled).	**2 marks AO3=2**

Qu	Part	Marking guidance	Total marks
05	3	**Suggest why data collected in Figure 6b may not be accurate.** • Cars may be entering/leaving the car park during the survey (1) so it may be difficult to get an accurate number at the specific times mentioned (1d). • If students are doing this as a group it may be that some cars/empty spaces are double counted (1). • It takes longer to do the survey in larger car parks (1) and, because of entry/exit, may be less accurate counts than in smaller car parks (1d). • If the same group are surveying each car park, they cannot do all at the same time (1). • If different groups survey each car park, they may use different methods in each (1), for example, counting cars in one, counting empty spaces in another, once capacity of car park is established (1d). • Capacity and size of spaces will vary and some cars may take up two spaces/or cars cannot park in empty spaces left (1). • Calculation error when converting raw numbers to percentages (1). 2 × 1 or 1 + 1d Credit any other valid explanation of why the collected data may be inaccurate.	**2 marks AO3=2**

<table>
<tr><th>Qu</th><th>Part</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>05</td><td>4</td><td>
The students' hypothesis was that 'the use of car parks in the town is affected by the distance from the main shopping area.'

To what extent can the students draw reliable conclusion(s) to this hypothesis?

Use evidence shown in Figure 6a and Figure 6b.

<table>
<tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>A clear assessment of the ability to draw a conclusion from the evidence provided.
Clear reference is made to the hypothesis and the data provided in the Figures and/or to other evidence that might be needed to make the conclusion more reliable.</td></tr>
<tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>A basic assessment of the ability to draw a conclusion based on the evidence available.
Limited reference to the hypothesis or to the data provided in the Figures.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Notes

The purpose is to assess the extent to which the evidence in the Figures enables the students to draw a reliable conclusion to their hypothesis. Ideally both sides of the argument should be considered; reasons why the data provides valid and/or reliable evidence to support the hypothesis but also why it may have limitations. However, a response supporting one side only can attain full marks if it is well supported and clearly developed.

Indicative content

• On the basis of the evidence provided on location of each car park and its distance from the shopping centre (in 6a) and the occupancy levels of each car park (6b) – there seems to be a basic correlation between closer to centre and level of car park occupancy on both days.
• This correlation is supported by ranking distance (closest to furthest) = A, D, C, B, and E. The occupancy figures for each time surveyed and total (compound figures) match this ranking perfectly.
• Based purely on evidence from surveys, students could draw a conclusion that the use of town centre car parks is affected by distance from the town centre and those nearer are used more as they are nearer to shops, particularly on Saturdays.
</td><td>4 marks
AO3=2
AO4=2</td></tr>
</table>

		• However, the conclusion can only be tentative rather than fully reliable as there is limited evidence from just two surveys. For example, it is not clear how long the surveys took and they may not be accurate as cars might be entering and leaving while it took place. • There may be more data available that needs to be collected and presented. For example, more surveys on other days. Secondary data may be available from each car park giving a fuller profile of occupancy. • The data is all quantitative, which is useful for analysis, but additional qualitative data, such as which are 'market day(s)' or other attractions located/activities taking place in the town may influence the results. • It may be considered that the car parks are not used by shoppers but may also be used by nearby residents, or even tourists visiting other attractions, which may skew the results or make them unreliable. • Other factors (apart from distance) may influence where people park. For example, cost to park; time allowed in each car park; the accessibility of each car park; the direction of travel of visitors into the town may also influence choice.	

Section C – Individual fieldwork enquiry

State the title of your fieldwork enquiry

Candidates should state the title of their individual fieldwork enquiry as specifically as possible, including the aim (question being addressed or hypothesis to be tested) and, where appropriate, the location being studied.

Question 6

Qu	Part	Marking guidance	Total marks
06	1	**Outline the factors you considered when selecting a suitable question or hypothesis for your enquiry.** Factors will vary depending on the nature of the enquiry. Candidates should outline any factors that affected their choice of enquiry question or hypothesis. (Credit those responses that focus on the reason for the choice of their fieldwork and not on the location.) For example: • basing their question or hypothesis on a named/specific geographical theory or concept that interested them (1) • availability of secondary data or previous research on the issue or question (1) • ability to collect valid primary data (1) that was measurable and/or appropriate (1d) • knowledge of named physical processes/human issues occurring at the location prompted the hypothesis (1) • scale of the enquiry and sampling being realistic and manageable (1). References to the suitability of location should not be credited here (see Q06.2). Only credit reference to location if it is outlined specifically as a factor in determining the question or hypothesis (e.g., scale or scope). Credit any other valid factors outlined.	**2 marks AO3=2**

Qu	Part	Marking guidance	Total marks
06	2	**Suggest why the location used was suitable for your enquiry.** The explanation should be linked to the stated fieldwork title and reasons given why the location was suitable in terms of either accessibility, health and safety, availability of data, or contained features that were to be studied. (Credit those responses that focus on reasons why the location was suitable for the fieldwork.) For example: • accessible/didn't require too much travel (1) • existing knowledge of the location and physical or human processes operating there (1) • safe location away from traffic/busy roads/other risks (1) • site contained a shallow river that was easy to investigate and collect data from (1) • little chance of becoming lost/detached from the group (1) • site was open to the public/given permission to study (1) • some historic and/or contemporary secondary data available to study (1) • knew that there would be enough people there that we could survey/question (1) **and/or** not too overcrowded to make accurate counting/questioning impossible (1). Credit any other valid reasons given.	**2 marks AO3=2**

<table>
<tr><th>Qu</th><th>Part</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>06</td><td>3</td><td>
Justify one method of data collection used in your enquiry.
<table>
<tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Demonstrates clear justification of why the data collection method was appropriate to the aim of the enquiry.
Method being justified should link clearly to the stated title of the enquiry.</td></tr>
<tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic or limited understanding of why the data collection method was appropriate.
May focus on justifying the data itself (validity) rather than the method.
Alternatively, may focus on describing or explaining the data collection method with no justification of why it was appropriate.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Data collection method used

Candidates should state clearly a method of data collection they used and intend to justify in response to this question. For example, pedestrian counts, river channel measurements etc. (Accept a named sampling strategy as part of the data collection method if justified.)

Indicative content

Any one relevant method of data collection linked to the aim of the investigation given in the title is valid. If more than one method is included, only credit the one more strongly justified. If the data collection method used is too generic or not linked to the stated enquiry title, credit should be restricted to Level 1 maximum.

• There may be justification of the sampling method used to collect data and why this was appropriate in terms of being representative of the area/item/population being studied.
• Responses may describe/explain how data was collected but should justify why the method was appropriate in terms of addressing the question it was intended to answer and/or reliable in terms of providing consistent measurements.
• Candidates could suggest that the collection method used was relatively straightforward to implement (e.g., accessible, low-cost, environmentally friendly etc) and/or avoided obstacles or unnecessary complications.
• Ideally, justification should be linked to the aim of the enquiry and what it was intended to show or prove but other aspects of justification such as time constraints, etc are acceptable approaches.
</td><td>4 marks
AO3=4</td></tr>
</table>

<table>
<tr><th>Qu</th><th>Part</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>06</td><td>4</td><td>
Assess the limitations of the data you collected and how it could be improved.
<table>
<tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>Provides a detailed assessment of limitations of the data collected.
Includes detailed support to recognise limitations and suggests improvements to the data collection (type/content or collection method).</td></tr>
<tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear assessment of limitations of the data collected.
Offers clear support to identify where there were limitations in the data and how these could be remedied.</td></tr>
<tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Basic assessment of the collected data.
Limited support to underpin limitations of the data or suggested improvements.</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Indicative content

Responses will vary and depend upon the nature of the fieldwork enquiry and should relate to the stated title at the outset of this section.

• Candidates should focus on the data collected in their enquiry. This can include both primary and secondary data.
• Limitations can apply to the type/content of data collected (and its validity) and also to any limitations in the data collection methodology affecting reliability. (Breadth can be substituted for depth in Level 3.)
• Limitations of the data should be identified, such as not being taken from a representative sample, lacking validity in terms of not measuring what it was supposed to, or lacking reliability in terms of consistency and accuracy.
• May suggest that there was insufficient data or survey times from which to draw conclusions.
• Candidates should recognise limitations, particularly in the quantity or quality/accuracy of data collection and how this may provide less than fully reliable conclusions.
• Candidates may suggest that the data was difficult to process, analyse, present or interpret or that this was made difficult because it was too complicated to manipulate.
• For each limitation, candidates should suggest how the data could be improved to enhance the quality and reliability of the enquiry and its findings.
• Suggested improvements may range from the need to collect more data and/or at different times to more specific ideas on how the accuracy and reliability of data collection could be improved.
</td><td>6 marks
AO3=6</td></tr>
</table>

<table>
<tr><th>Qu</th><th>Part</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>06</td><td>5</td><td>
To what extent did your conclusion(s) support the original aim(s) of your enquiry?
<table>
<tr><td>Level 3 (Detailed)</td><td>5–6 marks</td><td>Provides some detail of the main conclusions drawn from the evidence.
Detailed assessment of the extent to which the conclusion(s) either support (or do not support) the original aim(s) of the enquiry.</td></tr>
<tr><td>Level 2 (Clear)</td><td>3–4 marks</td><td>Provides a clear outline of the main conclusions drawn from the evidence.
Clear assessment of the extent to which the conclusion(s) drawn supported the original aim(s) of the enquiry.</td></tr>
<tr><td>Level 1 (Basic)</td><td>1–2 marks</td><td>Offers only a basic outline of the conclusion(s) drawn from limited evidence.
A basic summary of conclusion(s) linked in a limited way to the original aim(s).</td></tr>
<tr><td></td><td>0</td><td>No relevant content.</td></tr>
</table>
Indicative content

Responses will depend upon the nature of the fieldwork enquiry, the original aims and the conclusion(s) reached. They should relate to the hypothesis(es) or question(s) that the enquiry aimed to address in the stated enquiry title at the start of section C.
The main points of the conclusion(s) should be based on a range of results and evidence gathered; a greater understanding of this evidence is likely to provide more effective responses.
Candidates are expected to outline the conclusion(s) reached based on the data collection, presentation, analysis and results and to assess these conclusion(s) by mapping them against the original question(s) or hypothesis(es).
There may be some evaluation of the strength, reliability or validity of the conclusion(s) drawn from the evidence. This is acceptable, especially if presented as an assessment of the conclusion(s) reached against the original question(s) or hypothesis(es).
The assessment should focus on whether the outcome of the enquiry was able to answer the original question(s) or to prove/disprove the original hypothesis(es).
Candidates should provide support to demonstrate how the question(s) was answered/hypothesis(es) proven by the conclusions drawn and to what extent this was the case.

</td><td>6 marks
AO3=6</td></tr>
</table>

		• It is unlikely that the question(s) will be fully answered or hypothesis(es) fully proven by the enquiry conclusion(s); candidates may identify shortcomings (e.g., levels of confidence) in their assessment of the conclusion(s). • There is scope to discuss further data or evidence that might be required or further studies that might need to be undertaken to ensure the aims of the enquiry are fully addressed. • Where appropriate, a detailed summation of results can be used in lieu of a final conclusion but for full credit the focus must be on assessing how much a definite drawn conclusion supported the original aims.	