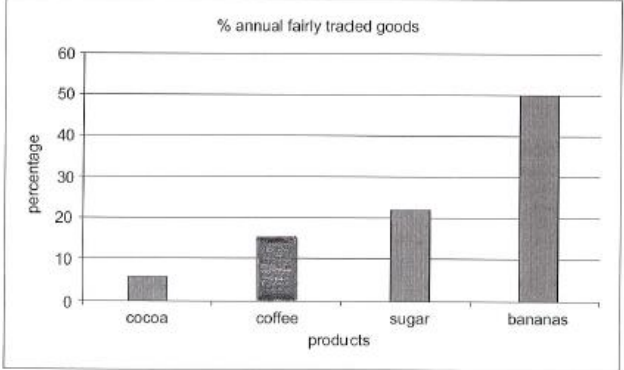



		There might be a bias in the sampling/ questionnaires/ interviews (✓) questionnaires are subjective. (✓) Questionnaires are time consuming (✓) People don't like answering questionnaires (✓)		
(b)		 <p>(✓)</p>	1	1 x 1 (✓) for correctly completed graph Bar must be of a similar width to the existing bars. Bar does not need to be shaded.
(c)		Sales of Fairtrade products have increased year on year (✓) Sales between 2006 and 2009 have more than doubled. (✓) The fastest growth was between 2006 and 2008 (✓) The growth rate is smallest between 2010 and 2011 (BOD) (✓). It is hard to tell where the biggest growth rate is due to the variation in scale on the graph (✓)	2	2 x 1 (✓) for each valid observation about the data on the graph. Note: The scale on the graph changes at £1billion. Credit accurate data for specified years.
(d)		Questionnaires gave me a broad range of opinions (✓) as opposed to my personal opinion of the area (✓) A traffic count allowed me to determine the congestion in an area (✓) the tally chart was easy to record (✓) An environmental quality survey allowed me to record several aspects of the environment at once (✓) it also allows me to compare different areas (✓) We took photographs of the area to record what it looked like (✓), this was more accurate than doing a field sketch (✓).	2	2 x 1 (✓) for each valid idea given to justify one appropriate way of collecting data. No mark for naming the technique. Justification could include: How the technique is an appropriate choice to collect the data Reference to how easy the technique was to use How the technique compares with other possible techniques
(e)		Own fieldwork		Indicative content:

		<p>Level 3 (6–8 marks) An answer at this level demonstrates thorough analysis (AO3) of how the data collected was useful with a thorough evaluation of how the fieldwork data collected helped to answer the overall question for investigation. (AO3) There will be a reasonable judgement as to the extent that the fieldwork data was useful in helping to answer the overall question for investigation. (AO3)</p> <p>This will be shown by including well-developed ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3-5 marks) An answer at this level demonstrates reasonable analysis (AO3) of how the data collected was useful with a reasonable evaluation of how the fieldwork data collected helped to answer the overall question for investigation. (AO3) There will be a basic judgement as to the extent that the fieldwork data was useful in helping to answer the overall question for investigation. (AO3)</p> <p>This will be shown by including developed ideas</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</p> <p>Level 1 (1-2 marks) An answer at this level demonstrates basic analysis (AO3) of how the data collected was useful with a basic evaluation of how the fieldwork data collected helped to answer the overall question for investigation. (AO3) There may be a basic judgement as to the extent that</p>	<p>Candidate may analyse (review) how the method to collect data was useful in addition to how the data itself was useful in answering their question. Candidate should clearly be reflecting on their own fieldwork. Generic fieldwork should be credit at Level 1. Candidates who answer the question well but refer to physical geography fieldwork max L1-2.</p> <p>Research question: Tourism has had a positive impact on the city of York.</p> <p>Example of well-developed ideas: We used a number of data collection methods to investigate this question. We picked key streets in York such as The Shambles and conducted a land use survey, the data allowed us to calculate what percentage of the buildings were used for tourism. This was quite useful because we were able to judge whether or not tourism had a positive impact through providing jobs for local people. However, this data was limited because it did not provide us with the detail of how many people were employed in tourism or whether or not their employment was seasonal. If they had only temporary employment this would not be a positive impact.</p> <p>Example of developed ideas: We picked streets in York such as The Shambles and conducted a land use survey. We then calculated what percentage of the buildings were used for tourism. This helped us to decide whether or not tourism had a positive impact for local people by providing jobs and leisure activities.</p> <p>Example of basic ideas: In York we collected data by doing a land use survey. We counted how many buildings were used for tourism and we asked people's opinions using questionnaires.</p>
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		<p>the fieldwork data was useful in helping to answer the overall question for investigation. (AO3)</p> <p>This will be shown by including simple ideas.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 Marks No response worthy of credit</p>		
		<p>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p>		<p>Candidates writing about Physical geography fieldwork can access SPaG.</p>

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid

<i>High performance 3 marks</i>
<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall• Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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