



Pearson

International Advanced Level Geography

Unit 2 WGE02 – **Section C**

Geographical Investigations

Exemplar scripts with examiner commentaries

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Introduction

This guide has been created using student responses to the 2017 International A Level Unit 2 (WGEO/02). The answers and examiner commentaries in this guide can be used to show the standards in the IAL Geography assessment.

Unit 2, Geographical Investigations, takes a closer look at how physical and human issues influence lives and can be managed, at a local scale. There are two compulsory topics:

- 1) Topic 1: Crowded Coasts
- 2) Topic 2: Urban Problems, Planning and Regeneration.

The paper is divided into three distinct sections.

Both topics are covered in Section A* of the paper which is data response and a mixture of short-answer and longer-answer questions (maximum of 8 marks).

Section B* is comprised of compulsory short-answer questions on research and the “familiar” (i.e. students own) fieldwork investigation. The maximum tariff question in this section is 12.

Section C offers a choice of one fieldwork question, on either Crowded Coasts or Urban Problems, Planning and Regeneration. This is set in an “unfamiliar context”, i.e. resources provided for the candidate to interpret and utilise. This typically has a mixture of 2-4 marks questions.

Questions 1 and 2 test a mixture of AO1 and AO2 skills, whereas question 3 (compulsory), 4 (option 1) and 5 (Option 2) are based largely on fieldwork which is examined as an AO3 skill. AOs are explained more fully in the specification (page 57) along with their breakdowns across units.

Paper 1 is worth 40% of the IAS total marks and 20% of the IAL total marks. The examination is 1 hour and 30 minutes and totals 60 marks.

Our command words are defined in our specification, please see page 95, and will remain the same for the lifetime of the specification. Questions will only ever use a single command word and command words are used consistently across question types and mark tariffs.

This document should be used alongside other IAL Geography teaching and learning materials available on the website [here](#).

The May/June 2017 WGEO2 question paper, mark scheme and examiner report is [here](#).

*Section A is in another document

*Section B is in another document

Exemplar Scripts Section C

Question 4 ai

Identify two problems with the students' data presentation method (2)

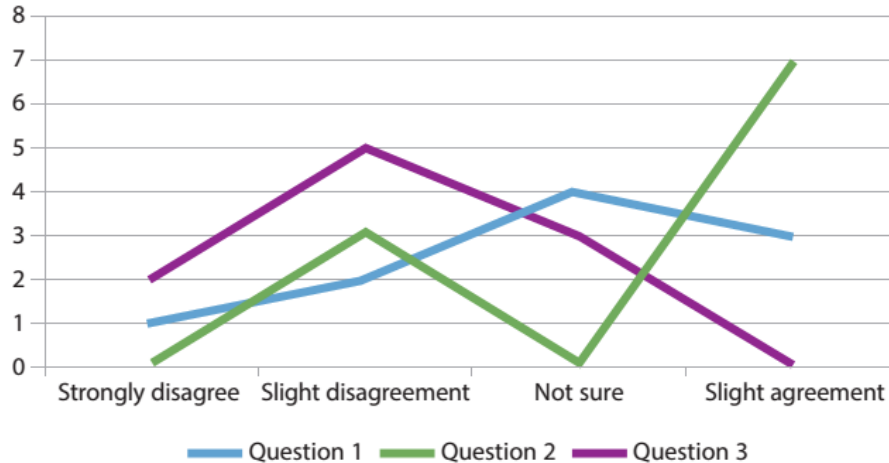


Figure 3a

A student's graph showing some results from their questionnaire survey

| Question Number | Answer | Mark |
|-----------------|---|----------|
| 4(a)(i) | <p style="text-align: center;">A03 (2 marks)</p> <p>Award 1 mark for each identified problem. Maximum 2 marks.</p> <ul style="list-style-type: none"> No y-axis label for frequency / no x-axis category label (1) Line graph is incorrect graphical technique | 2 |
| | <p>(1)</p> <ul style="list-style-type: none"> Difficult to read / understand the data (1) Does not have all grid lines (1) No strongly agree category (1) The question asked is not shown, so the graph cannot be fully interpreted (1) | |

Script 1

- 1 They do not have an axis label for their y-axis
- 2 Used the wrong type of graph, they should've used a bar graph.

Mark/level awarded: 2

Examiner commentary: Both ideas are featured on the mark scheme as correct for the 2 marks (1+1).

Script 2

- 1 They used a line graph however it would be more applicable to use a bar chart
- 2 There is no title on the graph

Mark/level awarded: 1

Examiner commentary: There is no credit for the second idea about the title, as the graphs in Q4ai and Q5ai both have titles.

Question 4 aii

Other than data presentation, explain one way the students might use ICT as part of data analysis (2)

| Question Number | Indicative content | Mark |
|-----------------|---|----------|
| 4(a)(ii) | <p style="text-align: center;">A03 (2 marks)</p> <p>Award 1 mark for explaining a use of ICT and a further expansion mark up to a maximum of 2 marks.</p> <ul style="list-style-type: none">• A spreadsheet could be used to perform statistical analysis (1) e.g. calculation (mean, SD or other) (1).• A spreadsheet could be used to organise the data into categories (1), which then makes it easy to share with other members of the group / prior to statistical analysis (1).• A computer could be used to collate data (1) and then analyse using GIS (1).• Use GIS to geo-locate data (1) in order to analyse spatial patterns (1).• Using the internet to access secondary data (1) to use as a comparison e.g. with primary data (1). <p>Credit other valid ideas.</p> | 2 |

Script 1

They could use ~~applications~~ the internet and search attitudes towards management strategies on google and look at people's opinion not just in their area but other areas as well they can then compare the secondary data with the primary data they collected and analyse how they are different and why. They can read blogs on the internet or watch interviews on youtube all by the use of the internet

Mark/level awarded: 2

Examiner commentary: They could use the internet to search for attitudes about management (1) look for opinions in other areas and analyse how and why they are different (1). This response has lots of development and in reality could have scored 3 marks if that was the available tariff.

Script 2

The students can research and possibly find some articles online about people's opinions on management strategies in that area.

Mark/level awarded: 1

Examiner commentary: The research and online ideas get the initial credit, but there is not sufficient development of the explanation as to how it might be used.

Question 5 aiii

Explain one way this could have influenced the reliability of their investigation (3)

| Question Number | Indicative content | Mark |
|-----------------|--|----------|
| 5(a)(iii) | <p style="text-align: center;">A03 (3 marks)</p> <p>Award 1 mark for an explanation and further expansion / development marks up to a maximum of 3 marks.</p> <ul style="list-style-type: none">• A small part of an urban area may not be typical / people will have different attitudes elsewhere (1) so this could produce unrepresentative / anomalous results (1) introducing unreliability/ uncertainty to the conclusions (1).• Cannot compare results with a similar small urban area (1) which might have confirmed their findings as being representative (1) and allowed them to comments on the degree of reliability (1).• A small urban area could mean limited range of data / small sample size (1) so any results are unreliable (1) introducing uncertainty to any conclusions / sample size too small to analyse meaningfully (1) <p>Credit other valid ideas.</p> | 3 |

Script 1

This biased as it is not very representative of ~~the~~ attitudes towards ~~the~~ coastal management, this will therefore make their investigation less reliable. This means they haven't recorded many pieces of data making their data unreliable. They could repeat the ~~experiment~~ ^{experiment} or collect more pieces of data to get their data to be ~~more~~ ^{more} reliable

Mark/level awarded: 2

Examiner commentary: Ideas are not very representative (1) and then the development (haven't recorded enough data) gets the second mark. However, the extension related to suggested improvements (last sentence) is not valid in the context of this question, so no credit for this.

Script 2

By taking only a small sample from the spatial area, this may encourage biasness and reduce the reliability of the results. & Individuals in another part of the urban area may have different opinions ^{in comparison to} ~~from~~ those already taken which can alter the preciseness of the results.

Mark/level awarded: 3

Examiner commentary: Small sample size (1) encourages bias and reduces reliability (1). Ideas about different opinions in different areas is a further development of the same idea, i.e. reliability, so maximum 3 marks.

Question 5 biii

Explain one limitation of using the secondary data in Figure 4b (3)

| Question Number | Answer | Mark |
|-----------------|--|----------|
| 5(b)(iii) | <p style="text-align: center;">A03 (3 marks)</p> <p>Award 1 mark for the reason and a further expansion mark up to a maximum of 3 marks.</p> <ul style="list-style-type: none">• On organising costs there are no monetary values (so) so the user doesn't know the criteria upon which this is based (1) therefore it makes comparisons difficult or unreliable between options (1)• On location there is a mixture of locations (1) so effect is difficult to judge (1) and it makes comparisons difficult or irrelevant (1)• There is no additional information about the median benefit for Events (1) and mean may be unreliable (1) since it doesn't show the "normal" project cost (1).• The data is from 2010 so outdated (1) making it hard to make judgements about which methods to use (1) in terms of cost-benefit analysis (1).• The source of the data is not clear (1) it could from a wide range of geographical locations (1) where benefits could vary e.g. developed / developing world (1). <p>Accept other valid limitations and developments of these.</p> | 3 |

Script 1

Secondary data may be inaccurate, the research data used by the students was from 2010, therefore the information may be outdated, as there would be more coastal ~~man~~ management options and costs of building and maintenance may be higher or lower.

Mark/level awarded: 3

Examiner commentary: Words like, therefore, allow this candidate to develop the idea of inaccuracy through the notion that the information is from 2010.

Script 2

The secondary data shown has no reference to allow people to check its legitimacy by seeing if it had been peer reviewed, this means that secondary evidence isn't always reliable and it can have a bias towards certain things ~~which~~ this can lead to invalid conclusions being made about the student hypothesis.

Mark/level awarded: 3

Examiner commentary: A series of linked ideas, all related to a single limitation creates a 3 mark response.