



## General Certificate of Education

# Geography 6031

## *Specification A*

### *GGA6 Fieldwork Investigation Coursework*

# Mark Scheme

## *2006 examination - January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

MARKS	0	1	2	3	4	5
<b>AIMS</b> X2	Does not meet the criteria for Level 1	Very generalised aim Theoretical and locational context are general, where present	Unfocused aim Limited theoretical context <u>or</u> Limited locational context Link between contexts very tentative, if present	Focused aim Good theoretical context <u>or</u> Good locational context Link between contexts tentative, if present	Well focused aim Good theoretical context Good locational context Clear attempt to link contexts	Very well focused aim Very good theoretical context Very good locational context Contexts linked clearly and effectively
<b>METHODS</b> X5	Does not meet the criteria for Level 1	Little knowledge demonstrated of how to collect data, if present Very generalised, rather than rigorous approach Description rather than data collection	Generalised statements of methods of data collection, if present Link to aims is very tenuous Very generalised knowledge of sampling, if present Strong dependence on secondary or wrong type of data Generalised rather than rigorous data collection Time spent on data collection below that recommended	Sound summary of methods with some gaps in data collection Link to aims is tenuous Knowledge of sampling generalised and only partially explained Good questionnaires with generalised piloting, if present Unrealistic samples Secondary data only	Thorough summary of methods of data collection Text book approach linked to the aims Sampling explained with some gaps Clear attempt at piloting Some awareness of limitations Group data collection with individual flair to be further developed	Clear, detailed summary of methods of data collection Rigorous collection of primary and secondary data linked to the aims Sampling fully understood and explained Piloting well applied A good awareness of the limitations of the methods of data collection Group data collection demonstrating individual flair
<b>SKILLS</b> X5	Does not meet the criteria for Level 1	Very limited use of the three skill areas, if any are present Weak verbal description Strong dependence on description from historical or other similar secondary sources	Very basic graphical and/or cartographic skills - learned in the early years at school Statistical skills applied out of context, if present Very uncritical reliance on CAD, if used	Basic graphical and/or cartographic skills, probably with a token, correct attempt at statistical processing Uncritical reliance on CAD	Good use of relevant skills, with examples from all three skill areas Statistical significance present but knowledge and understanding require further development Competent relevant use of CAD	Very good use of relevant cartographic, graphical and statistical skills and techniques Significance fully understood and explained Very competent and relevant use of CAD.

MARKS	0	1	2	3	4	5
<b>INTERPRETATION X5</b>	Does not meet the criteria for Level 1	Very simple description with generalised reference, if present, to the original aims or context Simple narrative	The data collected is described soundly with generalised reference to aims and theory References to information, maps and diagrams, if present, are generalised	An attempt at interpretation which is able offer partial explanations Some reference to evidence Interpretation of maps and diagrams is partial Simple, relevant reference to aims and theory	A good attempt at interpretation, referring well to theory and aims Clear reference to the majority of the evidence Skills and techniques are separated from the interpretation Competent overall, showing some confusion over results Attempts to explain anomalies	Very good interpretation with strong references to the aims and theoretical and locational contexts Skills and techniques well integrated to aid the interpretation Is able to explain anomalies well
<b>COMMUNICATION X1</b>	Does not meet the criteria for Level 1	Little or no language and communication skills - many errors in spelling, punctuation and grammar - simplistic and/or inappropriate use of geographical language	Basic communication skills. May have many spelling errors and/or oddities of grammar and punctuation. Simplistic use of geographical language	Appropriate communication skills so that meaning is almost invariably clear with adequate language skills. Possibly some spelling, punctuation or grammar errors. Good use of geographical language	Effective communication skills with accurate spelling, punctuation and grammar. Very good use of geographical language	Detailed and sophisticated communication skills, cogent writing style and excellent use of geographical language
<b>CONCLUSION X2</b>	Does not meet the criteria for Level 1	A very brief, simple conclusion A simple continuation of the evidence in a rambling style References to aims or theory, if present, are very generalised	Conclusion consists of a reasonable summary of results Simple reference to aims or theory, if present Very simple evaluation, if present	Sound set of conclusions Will probably refer to one of aims/theory and results Generalised, simple evaluation, if present Sectional conclusions, only, can reach this band	Good set of conclusions Will include clear reference to results and the original aims/theory There will be an sound attempt at evaluation and/or further development of the study	Very good conclusion including references to the results, the original aims/theory Evaluation is relevant and self-critical Offers constructive proposals for further development of the study

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**Relationship between the Assessment Objectives Weightings and the Assessment Criteria for Unit 6**

	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>A04</b>	<b>Total %</b>
Aims	5	5	0	0	10
Methods	2	2	3	18	25
Skills	0	0	0	25	25
Interpretation	5	13	5	2	25
Communication	0	0	0	5	5
Conclusion	3	5	2	0	10
	15	25	10	50	100