AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme
January 2003

GCE

Geography B

Unit GGB6

Unit 6: Practical Paper

Question 1

(a)   There are no marks for stating the research question. However, it is essential that the rest of the answer refers back to this question.

Level I	*Reference is made to one or two isolated pieces of data that were needed. There is no relevant detail, and no coherent, overall structure to the description of the data.*	*(1-2 marks)*
Level II	*The answer is detailed and thorough. At the top of the level it shows knowledge and understanding of the type of data collected.*	*(3-5 marks)* **5 marks**

(b)   It is assumed that there is some statistical technique, or map analysis technique used.

(i)

Level I	*The answer names, or describes in an approximate or partial way, a method of analysing the relevant data, but there is no clear understanding of the technique as a whole. It may not be relevant to the RQ chosen.*	*(1-2 marks)*
	Often candidates will describe presentation techniques that up to analysis. However well these are described they stay in Level I until some analysis actually takes place.	
Level II	*A relevant technique of analysis is described. The answer describes the technique clearly or fully. A full and clear description of how the data is analysed is needed to obtain full marks.*	*(3-5 marks)* **5 marks**

(ii)

Level I	*The answer is presented in very general terms. Explanation concentrates on trivial reasons which do not help to explain why **this** method was better than any other. Assessment of success is vague and may concentrate on the candidate's use of the technique, rather than the merits or demerits of the technique itself.*	*(1-3 marks)*
Level II	Either explanation or assessment is carried out clearly and shows understanding of the technique and its application. There is either a clear understanding of the benefits of using this technique rather than any other, or a clear assessment of the relevance and success in analysing the chosen RQ. To achieve the top of this level both the choice and the level of success are explained clearly and thoroughly.	*(4-7 marks)* **7 marks**

(c)   The conclusion should relate to a research question but not necessarily the one used in (a). Any attempts to tie the conclusions in to the whole body of geographical understanding which as been developed during the A level course should be welcomed and credited.

Level I	*An attempt is made to state conclusions. However, this may be partial and/or confused. There may be some attempt to refer back to the RQ, but the link is not clearly understood or explained. The conclusions may not arise from the analytical technique described in (b).*	*(1-3 marks)*
Level II	*The conclusion relates back to a RQ. There is a clear logic in the answer. At the top of this level the answer shows clear geographical understanding and insight.*	*(4-8 marks)* **8 marks**

Any understanding which is clearly linked to the candidate's experience in a specific area gains Level II.

There are no marks for the strength and/or weakness of the technique.

Question 2

(a) (i) 1 mark for labelling and/or providing a key.

1 mark for following the convention of starting at 12.0'clock and placing the segment in order of size.

3 x 1 mark for correct sizes of segments of the graphs.

Annotate   ✓ T = Title   ✓ O = Order   ✓ P = Plot   **(5 marks)**

(ii) Pie graphs are visually effective. It is easy to see the relative contribution of individual segments to the whole. It is easy to compare two or more graphs.

However, it is difficult to read precise figures from them. It is hard to assess percentages accurately, especially if individual segments are small or there are many segments. In fact very small segments (less than 5°) may be difficult to draw or see. When there are several small groups it may be necessary to group them. Comparing one pie chart with another is difficult at anything beyond the superficial level.

Level I	*The answer makes at least one basic point but no point is developed. The answer may be more concerned with the student's own difficulties in drawing and/or interpreting the graph than in the inherent strengths and weaknesses of the technique.*	*(1–3 marks)*
Level II	*The answer presents a clear critique of the technique. Strengths and weaknesses are discussed. The answer must show detailed knowledge and understanding to reach the top of this level.*	*(4-6 marks)*
		6 marks

There is no credit for reference to "inaccuracy of plotting "being common or it being a hard technique to draw.

(b) (i) Afghanistan – over 3 million; any figure between 3 and 4 million.

(ii) Sri Lanka – under 100 thousand; any figure between 50 and 100 thousand.   *(2 × 1 mark)*

(c) The scale of the problem varies from region to region. Overall there are approximately 10 – 12 million refugees shown on the map.

n.b. If candidate has missed out the thousand figures from the map scales throughout the answer do not double penalise. Accept these figures if otherwise correct.

Refer to areas with a lot of refugees including:
     LEDCS
     Continents – Africa, Asia
    Regions – southeast and southeast Asia, east and west Africa, southeast Europe and central America.
     Countries – Afghanistan, Ruanda, former Yugoslavia, Sierra Leone, Nicagragua, etc.

Refer to areas with few/no refugees
    MEDCS
    North and south America
    Western and northern Europe
    North and east Asia
    Australasia

The continental areas which produce the most refugees also house the most refugees. They tend to move to neighbouring states first. The only places which receive significant numbers of refugees and which are not close neighbours to areas of exodus are western Europe – especially France and Germany – and the USA and Canada – the western, capitalist democracies. South Africa possibly qualifies as well.

Figures are all in percentages. There are no total figures. There are no figures for length of stay of refugees. Nor is there any detail about their economic conditions.

The maps show a large range of values, by using area of the circle, which is an efficient shape for this purpose. This means that the visual impression is very easy to understand. However, it is quite difficult to read off precise figures from the circles. It is also difficult, in the cases of the large totals, to see exactly which country is being referred to. The overlapping of circles can cause problems.

Level I	*The answer has at least one relevant point. However, it is probably mainly a list of places where refugees have gone, at best put alongside a list of places where they have left. There is little or no attempt to see patterns in the data and no links are explained. Comments on the data are mostly criticisms which show little understanding of its nature.*	*(1-3 marks)*
Level II	*The answer includes some elaboration or development. The answer starts to see links and patterns in the data. There is some understanding of the data.*	*(4– 10 marks)*
e.g.	*The total volume of refugees is about 10 – 12 million.* *No data is given or gender/age/legibility or time away from home of refugees.* *The ones shown on the map are only those that have been officially counted.* *Distance decay of origin/destination.*	
Level III	*The answer is clear and thorough. It deals with all three bullet points well. There is a real understanding of the data, its strengths and its weaknesses.*	*(11-12 marks)* **12 marks**