# GCE 2005
## *January Series*

**AQA**

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

# Mark Scheme

# Geography Specification B

## (GGB6)

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.

**1.**      (i)      **Notes for answers**

The answer should establish the general aims and purpose of
the investigation.   This could be to test out textbook or
classroom theory in the real world; or it could be to study an
environment, e.g. to investigate the changes in characteristics
along the course of drainage channel.  Hypothesis should be
clearly stated in the correct form; research question should
show clearly what is to be studied and tested.   It should
develop out of the aim of the study.
Null hypothesis = max 3.

**Mark scheme**

*Level 1*                                                                                    *(1 - 2 marks)*
- *General aims are stated, but these may be vague and
  unclear.*
- *Questions may be posed but these are not clearly stated
  as hypotheses or research questions.*

*Level 2*                                                                                    *(3 - 5 marks)*
- *At the lower end of the level, one hypothesis or research
  question is clearly stated.*
- *At the top of the level, it is linked to and develops from,
  the aim of the fieldwork.*

(ii)     **Notes for answers**

Any method of collection, which can link to the hypothesis,
is acceptable.  The answer should show how the method was
used: 'a handbook on how to use that method'.

Diagrams are a very suitable way of showing how the
technique should be used.

**Mark scheme**

*Level 1*                                                                                    *(1- 4 marks)*
- *Basic identification of a method.*
- *Simple description of the relevant technique.*
- *There may be obvious mistakes or omissions in the
  answer.*
- *Any reference to ensuring reliability and accuracy is
  basic and simplistic.*
- *Any references to sampling are basic and do not show
  understanding of the method or reasons behind them.*

*Level 2*                 *(5 - 8 marks)*
- *The answer describes the method clearly.*
- *References to ensuring reliability and accuracy show a clear understanding.*
- *To achieve the top of the level, the description should be full and complete; reliability and accuracy should be understood and explained and sampling should be understood and explained.*

(iii)     **Notes for answers**

The answer must be based on fieldwork that has been carried out by the candidate. It might refer to both primary and secondary data. Ideally, it should be written in the first person. It should be internally consistent and, ideally, should show a sense of place.

Requires some appreciation of the geographical significance of the results.

There should be some attempt to evaluate the results.

The results should be considered in the context of the aims and / or of the specific environment being considered.

There are likely to be some anomalies worthy of mention and discussion.

**Mark scheme**

*Level 1*                 *(1 - 3 marks)*
- *A 'textbook' answer with little reference to the personal study.*
- *Allow marks for clear statement of results e.g. measurements, trends, relationships.*

*Level 2*                 *(4 - 7 marks)*
- *To reach this level there must be clear reference to actual results and a conclusion which can be drawn from those results.*
- *The candidate moves on from consideration of the hypothesis to try to explain why anomalies may not have fitted the hypothesis.*
- *The answer moves up through the level by explaining links between the fieldwork and the conclusions.*

(iv)   **Notes for answers**

There should be some discussion of the initial ideas that were being tested either classroom learning, textbook, or "common sense understanding".

The answer should consider the way in which the study has confirmed, reinforced, or perhaps even contradicted, previous understanding.

There are likely to be some anomalies worthy of mention and discussion.

**Mark scheme**

*Level 1*                                                                    *(1 - 2 marks)*
- *The answer is basic with a limited discussion of the theory or knowledge being considered and with limited understanding of ways in which the fieldwork has allowed the understanding to be developed.*

- *Any attempts to relate findings to understanding are written in the most general terms.*

*Level 2*                                                                    *(3 - 5 marks)*
- *The answer shows a clear understanding of the theory or knowledge being considered. The candidate shows how that understanding has been deepened and/or broadened by the fieldwork.*
- *To move up through the level, the answer should establish some clear connection between the results and the candidate's understanding of the environment and/or theory being studies.*

**2.**   (a)   (i)
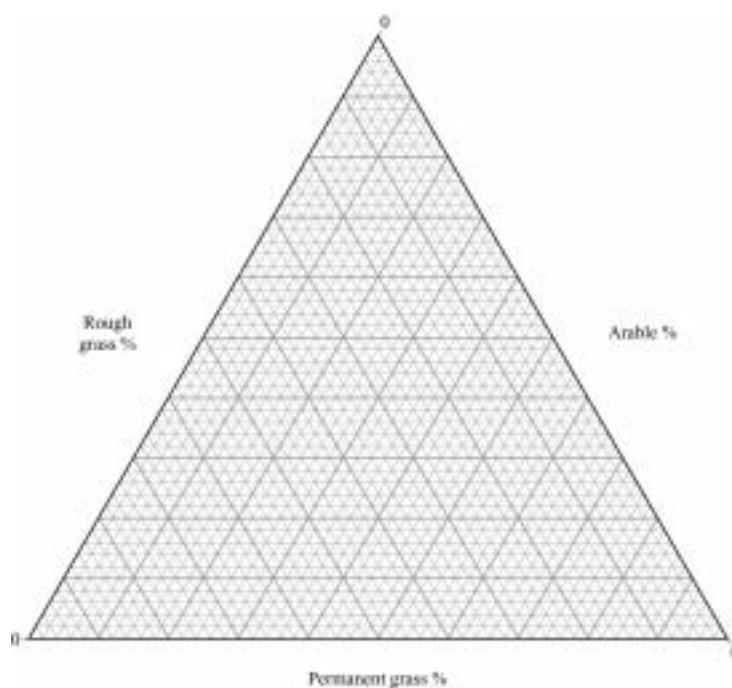


S (3)
% (1)
P (5)
L (1)

Scales   (S)   direction   of   reading   stated   clearly
         0-100 3 times = 3 marks.
         0-100 labelled 3 times but direction not clear
         = 2 marks
         1 or 2 sides numbered, and other not contradictory
         = 1 mark.
         Clash between 2 numberings = 0 marks
Percentage (%) = 1 mark
Plotting (P) loose 1 mark for each wrong plot
Labelling (L) = 1 mark
Circle errors.

(ii)  **Notes for answers**

Groups are not as obvious on this graph as on some triangular graphs.  However:

- There is probably a group with a low percentage of rough grass and approximately equal amounts of permanent grass and arable.  This consists of Yorks, London, SW, W Mids and SE.
- E Mids may also fall into this group.
- Alternatively, E Mids may be seen as part of a group with a low percentage of rough grass and high percentage of arable, along with East.
- NW seems to be separate from the rest, with approximately equal rough and permanent grassland areas and a low percentage of arable.
- NE is also separate, in that it has a very high percentage of permanent grass, whilst its other two categories are low.
- NE and NW could be grouped together as having a low percentage of arable.

Other groupings, or none, are possible.

**Mark scheme**

*Level 1*                                                                                               *(1 - 3 marks)*
- *The candidate attempts to group the regions, but the decisions show little logic and patterns are not explained clearly.*
- *The arguments may be flawed because of mistakes in the original drawing of the graph, and failure to use the table to support or supplement what is shown in the graph.*
- *The candidate cannot see any pattern and gives little further detail or analysis.*

*Level 2*                                                                                               *(4 - 6 marks)*
- *The answer is clear.  The division into groups is rational and the explanations for those divisions are logical and detailed.  The answer may suggest various different ways of grouping the places.*
- *The answer accepts that grouping is very vague but explains what conclusion can be drawn from the general pattern.*

(b)            **Notes for answers**

This technique is used when there are a series of sets of data, with three components in each, and where the components can be shown as percentages adding up to 100.

The technique should allow groupings to be seen, and defined.

In this instance, it is not immediately clear which the groupings are, but it is clear which values lie well away from the majority of places.

The technique might be more useful if there were more values to be plotted. It might also be more successful where the areas are smaller and more uniform. These regions might cover too big an area and lack overall cohesiveness as units.

Alternative methods could be:

- Divided bars
- Pie chart (proportional pie chart)
- Bar graphs
- Choropleth
- Location quotient.

Any of these could be located.

Each shows that region pattern clearly but does not make it easy to see groups - as the triangular graph would if there were clear groups.

### Level 1                                                      *(1 -3 marks)*
*The answer makes a basic attempt to explain when the technique can be used.*
*There is an attempt to suggest how useful it was in this instance, but that attempt does not show much understanding of the technique in general.*

### Level 2                                                      *(4 - 6 marks)*
*The answer clearly explains the techniques, strengths and weaknesses as seen in this example.*
*Discussion of at least one aspect of another possible technique; shows a clear understanding of the alternative technique.*

### Level 3                                                      *(7 - 9 marks)*
*The answer explains both techniques in detail and clearly compares their usefulness for presenting and then analysing these data.*