



## **General Certificate of Education**

# **Geography 6036**

## *Specification B*

**Unit 6      GGB6**

# **Mark Scheme**

*2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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# GGB6

## GENERAL GUIDANCE FOR GCE GEOGRAPHY ASSISTANT EXAMINERS

### General Instructions to Examiners on Marking

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence, they must all participate in the application of that scheme at the Standardisation Meeting. In particular, they should take careful note of all decisions taken or changes made at the meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

### The Marking Scheme

The Marking Scheme consists of two sections for each question or sub-question – the Notes for Answers and the Mark Scheme itself.

#### Notes for Answers (NFA)

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA may indicate the only response that is acceptable, but in many cases, they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore, in most cases the NFA do **not** provide model answers, and should not be regarded as such. More NFA may be added at the standardisation meeting if it is felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

#### The Mark Scheme

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

It indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.

It indicates how Examiners should move through the Levels in a level response mark scheme – usually to all questions of 5 marks or more. Each Level has a levels descriptor, with clear statements of the “triggers” to move candidates from one level to another. Each Level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between Levels, for example:

- a number of characteristics, reasons, attitudes etc.
- the degree of specification, for example the use of specific case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

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## The Marking Process

A sample of an Examiner's marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also, the scripts may be re-examined at the Awards Meeting and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

All marking should be done in red.

The right-hand margin should be used for marks only.

The overall mark for a question must be ringed at the end of the answer.

The total mark for the question must be transferred to the front of the script.

The left-hand margin is where an indication of the level achieved is written.

Comments and codes (see below) may also be written on the left.

Indications of the levels achieved may also occur in the body of the answer if this is easier for the Examiner to apply (e.g. in the marking of diagrams).

Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme).

Levels 2, 3 and 4 should be indicated on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.

Once a candidate has reached Level 2, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).

Examiners may indicate strong Level 2 or 3 material by writing "Level 2 (or 3) – "good" in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.

Level 3 is to be used only for questions of 9 marks or more, and Level 4 is to be used only for questions of 25 marks in total.

## Other Mechanics of Marking

Underline all errors and contradictions.

Cross out irrelevant sections using a line from top-left to bottom right. (However, be careful to check that there is no valid material, however brief, in the mass of irrelevance).

Indicate repeated material with "rep".

Other useful marking codes can be used, for example, "va" for vague, "NQ" or "Not Qu." for failure to answer the question, "Irrel" for irrelevant material, and "SIF" for self-penalising material.

Put a wavy line in the left-hand margin to indicate weak dubious material.

If the rubric is contravened, mark all answers but count only the best mark towards the candidate's total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write "RAM Rubric" on the front of the script.

Large areas of text must not be left blank – use the wavy line or write "seen" alongside the text.

All pages must have an indication that they have been read, especially supplementary sheets.

Unless indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

### Quality of Language Descriptors

The following descriptors concerning the quality of language must be applied to **all** questions in which candidates are required to produce extended writing. To attain full marks available at a level of response, the appropriate Quality of Language descriptor must be achieved. Use the same quality of language levels as are used in the geographical element of the mark scheme under consideration.

#### Three-level descriptors

- LEVEL 1**            Style of writing is suitable for only simple subject matter.  
Expression of only simple ideas, using a limited range of specialist terms.  
Reasonable accuracy in the use of English.
- LEVEL 2**            Manner of dealing with subject matter is acceptable, but could be improved.  
Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.  
Considerable accuracy in the use of English.
- LEVEL 3**            Style of writing is appropriate to subject matter.  
Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.  
Accurate in the use of English.

#### Two-level descriptors

- LEVEL 1**            Manner of dealing with subject matter is acceptable, but could be improved.  
Reasonable clarity and fluency of expression of ideas, using a good range of specialist terms, when appropriate.  
Considerable accuracy in the use of English.
- LEVEL 2**            Style of writing is appropriate to subject matter.  
Organises relevant information and ideas clearly and coherently, using a wide range of specialist vocabulary, when appropriate.  
Accurate in the use of English.

**Question 1**

**Notes for answers**

- (a) The answer should establish the main aim 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 a drainage channel. The hypothesis should be clearly stated in the correct form; the research question should show clearly what is to be studied and tested. It should develop out of the aim of the study.

**Mark scheme**

General aim is stated. Questions may be posed but these are not clearly stated as a hypothesis or as a research question. **1 mark**

A hypothesis or research question is clearly stated.  
If only null - keep to 2 marks. **1 mark**

A hypothesis or research question is clearly linked to and arises from the aims. **3<sup>rd</sup> mark**

**Notes for answers**

- (b) Any method of data collection, which can be linked to the hypothesis or research question, is acceptable. The answer should show how the method was used; 'a handbook on how to use that method'.  
Diagrams or part worked examples are very suitable ways of showing how the technique should be used.  
References to accuracy could include clarity and reliability of the result, suitability of the technique for collecting that particular type of information, the reliability of the method and how consistency was ensured, relevance and reliability of sampling methods, etc.

**Mark scheme**

**Level 1 (1 - 3 marks)**

Basic identification of a relevant method.  
Simple description of the method.  
Any reference to the accuracy of the chosen method is basic and shows limited understanding of the technique.

**Level 2 (4 - 7 marks)**

The answer describes the method clearly.  
The method is clearly linked to the aim of the investigation **or** the answer should show a clear awareness of the precautions to be taken to ensure accuracy.

If both clear, moves up the level.

Where relevant it shows awareness of the limitations of the technique and how they can be overcome or guarded against.

Where relevant it compares the chosen technique with other less satisfactory technique(s).

**7 marks**

**Notes for answers**

- (c) 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.

A good answer requires some appreciation of the geographical significance of the results and how the results relate to general geographical theories.

There should be some attempt to evaluate the results.

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

There should be some consideration of the way in which the study has confirmed, reinforced or perhaps contradicted previous understanding.

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

**Mark scheme**

**Level 1 (1 – 4 marks)**

A ‘text book’ answer with little reference to the personal study.

The answer is presented in general terms with no direct reference to the candidate’s own results.

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

Statistical test is used in general terms without understanding.

**Level 2 (5 - 8 marks)**

The answer establishes some clear connection between the results and the candidate’s understanding of the environment and/or theory being studied.

The answer reaches a clear and valid conclusion, which is related to the aim and/or hypothesis/research question.

The candidate moves on from consideration of the hypothesis to try to explain why anomalies may not have fitted the hypothesis.

Clear reference to and clear understanding of a relevant statistical test reaches Level 2.

**Level 3 (9 - 10 marks)**

The answer is thorough and well developed.

There is a clear sense of place and the candidate makes detailed reference to the actual data collected and to the conclusions that can be drawn from those data.

The answer shows genuine geographical understanding of the whole fieldwork process.

**10 marks**



**Question 2**

- (a) Choice of a relevant scale = 2 marks  
Scale shown in key = 1 mark  
Lines drawn from wards to converge in correct area = 2 marks  
Lines drawn to correct scale = 3 marks

Allow marks for a 'spider plot', depending on clarity and detail of the overall map presentation.

**8 marks**

(b) **Notes for answers.**

Strengths – a strong visual impression of where the people travel from and of the density of flows. Shows which area most people travel from, and where fewest travel from.

Weaknesses – certain parts of the map can get very crowded. In fact it is almost inevitable that the map will be crowded near the destination. In this case that crowding is so severe that not all the data can be shown on one map.

Should all lines be drawn from the middles of their relevant postcode district?

**Level 1 (1 - 3 marks)**

At least one basic point is made but ideas are not developed clearly. The answer may well be concerned with problems of the drawing of the map, not with uses of a finished, well drawn map.

Allow credit for a map that is not a desire line map up to max Level 1.

**Level 2 (4 - 6 marks)**

With either strengths or weaknesses explained clearly the answer can reach Level 2. With both strengths and weaknesses discussed clearly the answer will reach the top of the level.

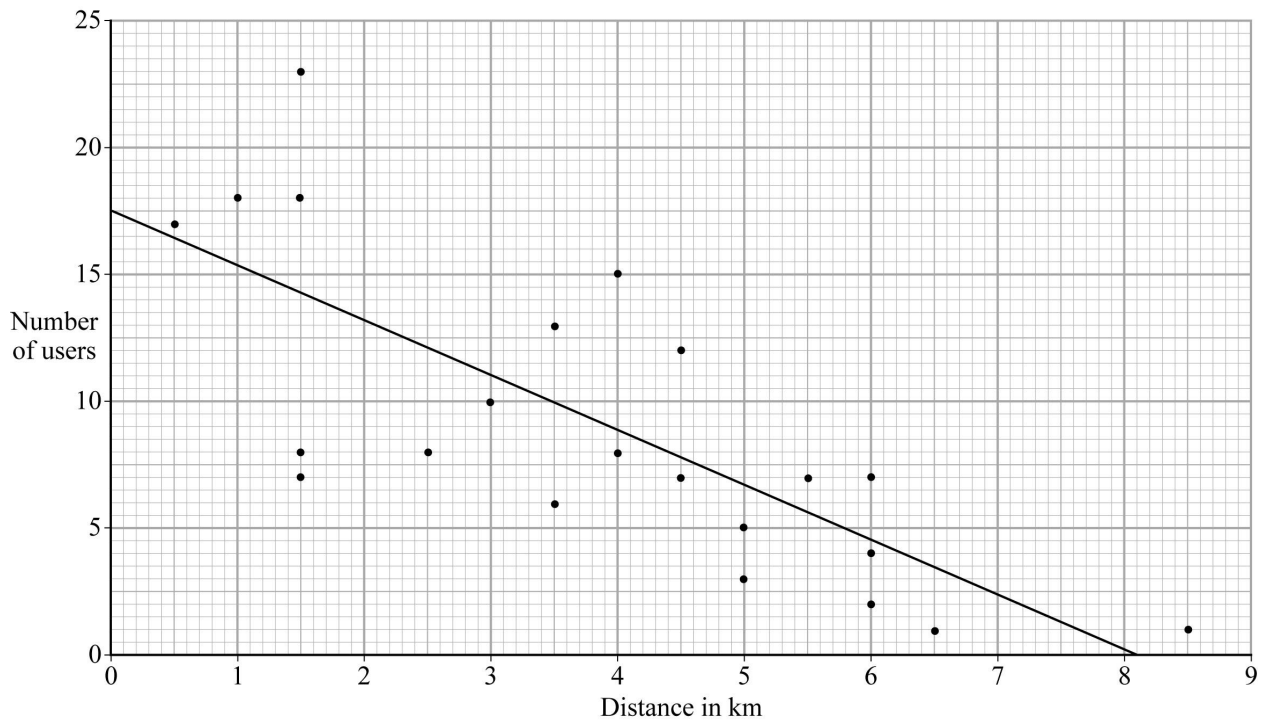
**6 marks**

- (c) The line shows the general trend from top left to bottom right reasonably clearly = 1 mark

The line is drawn with approximately equal numbers of points above and below the line *and* shows the trend = 2 marks

Curved line = 0

**2 marks**



- (d) There is a general trend from top left to bottom right.

This trend shows a negative relationship between distance from the centre and number of clients. In other words the centre seems to have been built to serve local needs – but some individuals travel from several miles away.

However, this trend is far from perfect, with some very obvious residuals – which might be named or indicated on the graph.

**Mark scheme**

**Level 1 (1 - 3 marks)**

At least one relevant but basic comment is made, but the answer does not show any clear understanding of the pattern. The relationship is discussed purely in terms of what can be seen on the graph, not what happens in real life.

**Level 2 (4 - 6 marks)**

The answer shows a clear understanding of the graph, its trend, the presence of residuals and the translation of the graph data into the real situation described on the map.

**6 marks**

- (e) They must know the number and distribution of old people in each ward.

Then they need to know what proportion of people from each ward would be likely to use a day centre. This might depend on their age, their social class, the number of family they have living nearby, their state of physical and mental well-being, their mobility, and so on.

Transport networks between different parts of the city may affect the decision. So might availability of public transport and/or voluntary or social services or NHS transport facilities.

Information on the availability of premises and the cost of conversion might also be needed.

Links might be made to the locations of the two possible sites – inner city v outer suburb.

**Level 1 (1 - 4 marks)**

At least one basic point is made. However, answers at this level will tend to deal with simple, unrelated points without development.

**Level 2 (5 - 8 marks)**

The answer is clear and shows some real understanding of the real needs of the community and of the data needed to establish how these needs can be met. The choice of data to be collected is clearly justified.

As more points are developed and as links are seen between different aspects of the problem the answer moves up towards the top of the level.

**8 marks**