AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Geography 6036
Specification B

GGB6

Post-standardisation

Mark Scheme

2008 examination - June 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

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:

(a)   it indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.
(b)   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.

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.
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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

(a) Notes for answers

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

Mark Scheme

Main aim is stated. Questions may be posed but these are not clearly stated as a hypothesis or research question.	**1 mark**
A hypothesis or research question is clearly stated If only null - keep to 2 marks If more than two variables in a hypothesis = Max 2 marks	**1 mark**
The hypothesis or research question is clearly linked to and arises from the aim.	**3rd mark**

(b) Notes for answers

Any method of data analysis, 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.

Reasons for the suitability of the technique should include clarity and reliability of the result, suitability of the technique for analysing that particular type of information, the reliability of the method and how consistency was ensured, tests of significance, etc.

Mark scheme

Level 1	Basic identification of a method. Simple description of the method. There is no relevant reference to the particular purpose of the chosen method. Strengths and weaknesses are not clearly understood.	**(1-3 marks)**
Level 2	The answer describes the method clearly. The method is clearly linked to the hypothesis/research question. Clear reasons are given for the choice of method. The answer should show a clear awareness of the strengths of the method used. If both strengths and weaknesses are explained well, the answer will be at the top of the level.	**(4-7 marks)**

Question 1

(c) 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.

A good answer requires some appreciation of the geographical significance of the results and how the results relate to relevant 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 even contradicted, previous understanding.

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

Mark scheme

Level 1	A 'text-book' answer with little reference to the personal study. The answer is presented in general terms with little direct reference to the candidate's own results. Any attempts to relate findings to understanding are written in the most general terms.	**(1-4 marks)**
Level 2	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. The candidate moves on from consideration of the hypothesis to try to explain why anomalies may not have fitted the hypothesis.	**(5-8 marks)**
Level 3	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 these data. The answer shows genuine geographical understanding of the whole fieldwork process.	**(9-10 marks)**

Question 2

(a) (i) Mark scheme

U= 704803 *accept 703/802*   **(2 marks)**
V= 704775 *accept 703/776*
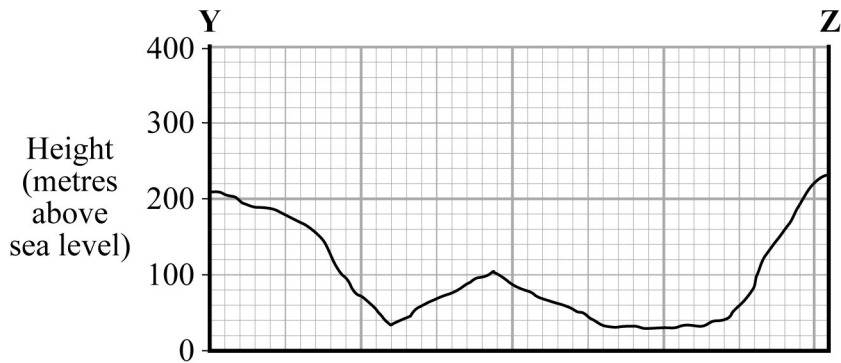2 x 1 mark

(a) (ii)   **(8 marks)**

Start at 211m = 1 mark
End above 230m below 240m = 1 mark
Afon Melindwr at about 35m = 1 mark
Afon Rheidol at about 25m = 1 mark
Convex slope N of Melindwr = 1 mark
Approx shape/location of spur = 1 mark
Height of spur, just under 100 metres = 1 mark
Straight/convex slope south of Rheidol = 1 mark

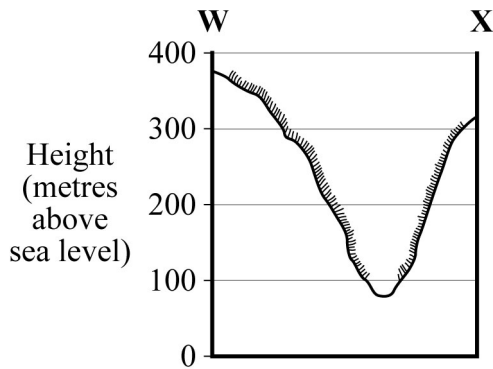**Question 2**

(a) (iii) **(4 marks)**

Figure 1b correct = 2 marks
Figure 1b one area of woodland approximately correct = 1 mark
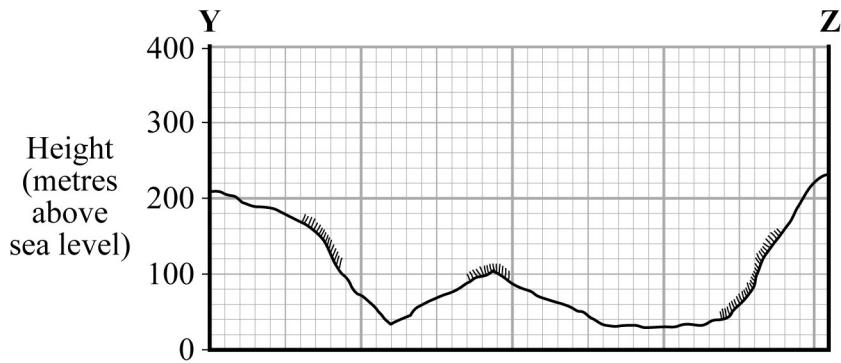(One mistake on each loses 1 mark)

Figure 2 - All correct = 2 marks
Figure 2 – Two areas of woodland approximately correct = 1 mark
Figure 2 – One correct = 0 marks

(b) (i) Mark scheme

There is no relationship between the height of the land and the likelihood of the land being used for woodland. **(1 mark)**

Question 2

(b) (ii) Notes for answers

Random sampling would use a random number table to generate 100 points. It would show no bias and every point on the map would have an equal chance of being chosen.

Systematic sampling might involve using a grid and selecting interstices. The OS grid might be used and the points where grid lines intersect could be sampled.

These two types of sampling could be combined by choosing one point at random from each grid square.

A stratified sample would need the students to discover how much of the area was covered by a number of different height values and then choose a sample so that it reflected that distribution. Alternatively, they could work out the proportion of woodland: not woodland and sample for height in that proportion of points. Either of these would be more complex.

Mark scheme

Level 1	The answer makes some basic points but does not show clear understanding of the method chosen and the reasons for choosing it. If more ways of sampling are considered, at a basic level, the answer will move up through the level.	**(1-4 marks)**
Level 2	At least two techniques mentioned and a choice is made and justified clearly. As clear reasons are given for the choice of one method rather than any one of the others discussed the answer moves towards the top of the level. Allow credit for negative points used in justification.	**(5-7 marks)**

Question 2

(b) (iii) Notes for answers

Figure 3 suggests that approximately 1/4 of the area is covered with woodland. This appears to be an exaggeration when the map is studied carefully by eye.

However, Figure 3 also suggests that there is no strong relationship between height and the amount of woodland or the proportion of the land covered by woodland.

Figures 1 and 2 do show that there is a fairly strong relationship between slope and woodland with the most wooded area appearing on the steepest slopes especially the slopes on the sides of the main valleys. These woodlands are mainly shown as mixed woodland.

The flat slopes on the valley bottoms are almost completely free of woodland.

Most hill tops are free of woodland. However, it does appear that several of the more isolated areas on the sides of the higher hills have been planted with coniferous forests.

Candidates might attempt to analyse the data in Figure 3 using a scatter graph, Spearman or chi square. This must be given credit but it is not essential and full marks can be achieved without statistical analysis.

Mark scheme

Level 1	The answer contains one or more basic, descriptive points but does not show a logical approach and there is no clear development of ideas.	**(1-4 marks)**
Level 2	The answer is clear. At the bottom of the level at least one point has been made accurately, describing or explaining one aspect of the distribution.	**(5-8 marks)**
	At the top of the level there is a detailed attempt to describe and account for the distribution across the whole map area. References are made to both height and slope	