



General Certificate of Education

Geography 6031

Specification A

GGA6

Mark Scheme

2006 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.

MARKS	0	1	2	3	4	5
Aims X2	Does not meet the criteria for Level 1	Unfocused aim Theoretical and locational context are general, where present	Focused aim. Limited theoretical context and/or limited locational context Link between contexts very tentative, if present	Focused aim Good theoretical context and/or good locational context Link between contexts tentative, if present	Well focused aim Good theoretical context and good locational context and clear attempt to link contexts	Very well focused aim Very good theoretical context and very good locational context. Contexts linked clearly and effectively
METHODS 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	General statements of methods of data collection Link to aims is tenuous Very generalised, descriptive knowledge of sampling, if present Strong dependence on secondary or inappropriate data Insufficient time spent on data collection	Sound summary of methods with some gaps in data collection Relevant link to aims Knowledge of sampling generalised descriptive and partially explained Unsupported piloting, if present Unrealistic samples Secondary data only Uncritically applied group work.	Thorough summary of methods of data collection Thorough approach linked to the aims Sampling explained with some justification Clear attempt at piloting Some awareness of limitations Thorough group data collection with some individuality	Clear, detailed summary of methods of data collection Rigorous collection of primary and secondary data linked to the aims Sampling fully understood and justified Piloting well applied A good awareness of the limitations of the methods of data collection Group data collection demonstrating well developed individuality.
SKILLS X5	Does not meet the criteria for Level 1	Very limited use of skills Strong dependence on description	Basic graphical and/or cartographic skills Statistical skills applied out of context, if present Uncritical reliance on ICT, if used	Sound graphical and/or cartographic skills, probably with a correct attempt at statistical processing Sound application of ICT, if used	Good use of relevant cartographic, graphical and statistical skills Statistical significance present but knowledge and understanding require further development Competentz relevant use of ICT, if used	Very good use of relevant cartographic, graphical and statistical skills and techniques Significance fully understood and explained Very competent and relevant use of ICT, if used

MARKS	0	1	2	3	4	5
INTERPRETATION X5	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 Attempts of explanation are minimal and simplistic References to information, maps and diagrams, if present, are generalised	An attempt at interpretation offering partial explanations Some reference to evidence Interpretation of maps and diagrams is partial Straightforward, relevant reference to aims and theory	A good attempt at interpretation, referring consistently to theory and/or aims Clear reference to the majority of the evidence Skills and techniques are separated from the interpretation 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
COMMUNICATION X1	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 for grammar and punctuation Basic 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. Sound use of geographical language	Effective communication skills with accurate spelling, punctuation and grammar. Good use of geographical language.	Detailed and sophisticated communications skills, cogent writing style and very good use of geographical language
CONCLUSION X2	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 straightforward summary of results Simple reference to aims or theory Very simple evaluation, if present	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation 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 a 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 meaningful in terms of the investigation Offers constructive proposals for further development of the study

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

	A01	A02	A03	A04	Total %
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