

### **General Certificate of Education**

# **Geography 6031**

Specification A

GGA6 Fieldwork Investigation

## **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.

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## GGA6

MARKS	0	-	2	e.	4	D.
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 Wncritically 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 A good awareness of the limitations of the methods of data collection demonstrating well developed individuality.
SKILLS	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

	tion with the aims ocational we'll	cated s, cogent / good use Jage		including ults, the	including alts, the gful in	including alts, the gful in ation	including lits, the gful in ation roposals	Including Ilts, the gful in ation roposals	including alts, the gful in ation roposals	including lits, the gful in ation roposals	including lits, the gful in ation roposals ent of the
2	Very good interpretal strong references to and theoretical and leontexts Skills and techniques integrated to aid the interpretation Is able to explain and well	Detailed and sophisti communications skill writing style and very of geographical langu		Very good conclusion references to the resu	Very good conclusion references to the rest original aims/theory Evaluation is meaning	Very good conclusion references to the rest original aims/theory Evaluation is meaning terms of the investigs	Very good conclusion references to the rest original aims/theory Evaluation is meaning terms of the investigs Offers constructive pi	Very good conclusion references to the rest original aims/theory Evaluation is meaning terms of the investiga Offers constructive prefer the for further developments.	Very good conclusion references to the rest original aims/theory Evaluation is meaning terms of the investiga Offers constructive profor further developments.	Very good conclusion references to the rest original aims/theory Evaluation is meaning terms of the investigs Offers constructive pi for further developme	Very good conclusion references to the rest original aims/theory Evaluation is meaning terms of the investiga Offers constructive profor further developme study
4	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	Effective communication skills with accurate spelling, punctuation and grammar. Good use of geographical language.		Good set of conclusions Will include clear	Good set of conclusions Will include clear reference to results and the original aims/theory	Good set of conclusions Will include clear reference to results and the original aims/theory There will be a sound	Good set of conclusions Will include clear reference to regults and the original aims/theory There will be a sound attempt at evaluation	Good set of conclusions Will include clear reference to results and the original aims/theory There will be a sound attempt at evaluation	Good set of conclusions Will include clear reference to regults and the original aims/theory There will be a sound attempt at evaluation and/or further	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	Good set of conclusions Will include clear reference to regults and the original aims/theory There will be a sound attempt at evaluation and/or further
3	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	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		Sound set of conclusions Will probably refer to	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation Sectional conclusions, only,	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation Sectional conclusions, only,	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation Sectional conclusions, only, can reach this band	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation Sectional conclusions, only, can reach this band	Sound set of conclusions Will probably refer to aims/theory and/or results Generalised, simple evaluation Sectional conclusions, only, can reach this band
2	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	Basic communication skills. May have many spelling errors and/or oddities fo grammar and punctuation Basic use of geographical language		Conclusion consists of a straightforward summary of	Conclusion consists of a straightforward summary of results	Conclusion consists of a straightforward summary of results Simple reference to aims or theory	Conclusion consists of a straightforward summary of results Simple reference to aims or theory Very simple evaluation, if	Conclusion consists of a straightforward summary of results Simple reference to aims or theory Very simple evaluation, if	Conclusion consists of a straightforward summary of results Simple reference to aims or theory Very simple evaluation, if present	Conclusion consists of a straightforward summary of results Simple reference to aims or theory Very simple evaluation, if present	Conclusion consists of a straightforward summary of results Simple reference to aims or theory Very simple evaluation, if present
	Very simple description with generalised reference, if present, to the original aims or context Simple narrative	Little or no language and communication skills – many errors in spelling, punctuation and grammar – simplistic and/or inappropriate use of geographical language	Transfer grand and A	A very oriel, simple conclusion	A very oner, simple conclusion A simple continuation of the evidence in a	A very oner, simple conclusion A simple continuation of the evidence in a rambling style	A very oner, simple conclusion A simple continuation of the evidence in a rambling style References to aims or	A very oner, simple conclusion A simple continuation of the evidence in a rambling style References to aims or theory if present are	A very orier, simple conclusion A simple continuation of the evidence in a rambling style References to aims or theory, if present, are	A very oner, simple conclusion A simple continuation of the evidence in a rambling style References to aims or theory, if present, are	A very oner, simple conclusion A simple continuation of the evidence in a rambling style References to aims or theory, if present, are very neneralised
0	Does not meet the criteria for Level 1	Does not meet the crtiteria for Level 1	Does not	meet the	meet the criteria for Level 1	meet the criteria for Level 1	meet the criteria for Level 1	meet the criteria for Level 1	meet the criteria for Level 1	meet the criteria for Level 1	meet the criteria for Level 1
MARKS	INTERPRET- ATION X5	COMMUNICAT ION X1	CONCLISION	X2	X2	X2	X2	X2	X2	X2	X2
Processing the described soundly with meet the described soundly with criteria for generalised reference, generalised reference to maps and diagrams; if reference to aims and clear reference to the maps and diagrams; if reference to aims and clear reference to the maps and diagrams; if reference to aims and clear reference to the maps and diagrams; if reference to aims and clear reference to the maps and diagrams; if reference to aims and communication meet the and communication May have many spelling theory.  UNICAT Does not Little or no language Basic communication skills of the wind grammar and punctuation grammar and grammar and grammar and grammar and grammar ceros. Sound use of geographical language in anguage in anguage conclusion consists of a geographical language and geographical language conclusion conclusion certeria for A simple continuation results are deterated to aims or derevative to aims or Very simple evaluation, if present, are present, are present can reach this band reach the redience to results and or theory, if present, are present are present can reach this band and or traitering the present, are present.	MMUNICAT         Does not titted or no language         Little or no language         Basic communication and communication and communication         References to aims or criteria for skills - many errors in and communication         Basic communication adequate language skills.         Appropriate communication and skills so that meaning is skills with accurate and criteria for skills - many errors in and grammar and punctuation         Appropriate contraction and dequate language skills.         Skills with accurate skills spelling, punctuation and adequate language skills.         Skills with accurate skills spelling, punctuation and grammar and punctuation         Appropriate with a spelling, punctuation and adequate language skills.         Skills with accurate and punctuation adequate language skills.         Spelling, punctuation and adequate language.         Spelling, punctuation adequate language.         Spelling, punctuation adequate language.         Spelling, punctuation adequate language.         Spelling, punctuation adequate language.         Spend ador conclusions.         Spectional conclusions.         Spectional conclusions.         Spectional conclusions.         Spectional conclusions.         Spectional conclusions.         Spectional c	Does not A very brief, simple Conclusion consists of a straightforward summary of conclusions are the conclusion continuation results criteria for A simple continuation results Level 1 of the evidence in a rambling style rambling style References to aims or theory, if present, are present conclusions, only, and/or further are conclusions of the very simple evaluation theory.	A simple continuation results and aims/theory and/or results and of the evidence in a Simple reference to aims or deneralised, simple responsible and sound rambling style remains or Very simple evaluation, if Sectional conclusions, only, attempt at evaluation theory, if present, are present	theory contaction theory simple evaluation, if Sectional conclusions, only, attempt at evaluation can reach this band and/or further	Very simple evaluation, if Sectional conclusions, only, attempt at evaluation present can reach this band and/or further	present can reach this band and/or further					

## 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