



General Certificate of Education

Geography 6036 *Specification B*

GGB5

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.

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 II, III and IV should be indicated with a Roman II, III or IV 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 II, 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 II or III material by writing "Level II (or III) – "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 III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions of 25 marks in total.

Other Mechanics of Marking

- Underline all errors and contradictions.
- Indicate repeated material with "rep".
- 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

Make a case for large parts of the land making up the East Chevington Nature Reserve being used for arable farming for the period from 2006 to 2010. Explain the benefits that this use of the land will bring to a variety of different interest groups in the area.

Notes for answers

The farmers want to improve the fertility and structure of the soil. This will happen because of ploughing, the addition of fertiliser and the addition of organic matter in the form of stubble. This will improve the crumb structure, encourage worms, etc., to colonise the soil, and allow the soil to retain more moisture and nutrients. This will be beneficial to the farmer, allowing increased yields, and it will also benefit the NWT directly, because they will be able to increase their income from leasing the land.

In the long run, NWT will also benefit because a better soil structure will allow them to develop the conservation aspect of their work more efficiently. Whether they use the land for crops or wild flowers, or use it for pasture that is farmed to high conservation standards, they need improved soils. The fastest way to attain such soils is through the use of arable farming. The arable farming will be done, as far as it is possible, within the criteria laid down, such as leaving stubble in the ground over Winter to support bird life.

The Environment Agency will also be in favour of this form of husbandry, as improvement of soil structure will improve both infiltration rates and water retention in the soil. This will even out the regime of the rivers, reducing flood risk after heavy rainfall and reducing the risk of streams drying up in dry periods. Their main reason for favouring this process is that it will protect the roads and villages inland from flooding.

Level 1 *A basic case is made. It probably concentrates on the needs of the farmers, with little or no reference to the other parties. The case is mainly economic, (or any other discrete group) with no detailed analysis of the needs of the soil or the area's drainage.* (1-3 marks)

Level 2 *The answer is clear, showing an understanding of the needs of groups other than farmers.* (4-7 marks)

Look for clear understanding of:

The nature of the soil and the effect of farming

Soils effect on drainage

Farm incomes and its effect on NWT or on the local economy

Long term effect of farming changes on tourism

The need to overcome the drawbacks of pastoral farming.

Level 3 *The answer is thorough and well developed. The inter-related interests of a variety of parties are discussed and developed. There is a good understanding of the way that farming affects soil structure and drainage. Long-term as well as short-term considerations may be discussed.* (8-10 marks)

A Level 3 answer may make a case in favour whilst also considering the drawbacks of arable.

Question 2

Notes for answers

A climatic climax community is the assembly of vegetation, which evolves, through a seral progression, and is attained when the vegetation is in dynamic equilibrium with the climate and soils. In the region, it is an oak/ash woodland community, where trees are the dominant species.

A plagio-climax community is when human interference stops the progression and keeps it at a stage below the climax community.

The volunteers interfere in this progression because it is felt that the reed bed ecosystem is important to the conservation of particular species of wildlife in this area, and so it should be protected from the encroachment of the woodland. In particular, the reed bed might attract bitterns to nest in the area. It will attract other species of birds, linking with the further stretches of wet land up and down the coast.

As well as the birds, the plant community will probably be considered to be interesting, as will fishes, mammals and invertebrates that might be attracted to the ecosystem.

Finally, the ecosystem might attract tourists to the area.

The reed bed sere normally progresses, to be replaced by the willow and alder sere. For this to happen, the water has to become filled with leaves, sediment and rotting plant and animal material. Then this has to be colonised by the shrub and tree species, which grow at or near to the water table. In order to stop the sere taking over, either:

the sedimentation and in-filling of the lake has to be stopped, or
colonisation by trees and shrubs has to be stopped, or
both of these have to happen.

Sedimentation can be slowed by dredging, or by controlling flow into the lake. The input of vegetation could be reduced by cutting the reeds - and maybe even using the reeds for other purposes.

The encroachment by new species could be reduced by weeding, or by encouraging the growth of reeds to smother any new seedlings.

Mark scheme

Mark the two separate bullet points and give each a level. Then look at the overall answer and consider moving up to a higher level, depending on the thoroughness of the answer and its balance.

Level 1 *Reasons for maintaining the reed beds are basic, mainly lifted directly from the Booklet. (1-6 marks)*
E.g. References to attracting bitterns.
If answer concentrates on volunteer's personal views it is likely to stay in L1.

There are some basic suggestions of maintenance methods, but these do not show much understanding of the reasons or the results of the actions that might be undertaken. There is no overview of the process.

Level 2 *Clear reasons for the maintenance of the reed beds are given. There is some development of values and some understanding of the reasons why the NWT and the volunteers want to conserve that particular environment. (7-12 marks)*
Eg. Attracting bitterns linked to indicator species or to attracting tourists.
Or Explain the idea of succession and the need to stop it happening.

At least one clear and relevant suggestion is made as to how the reed bed might be maintained. There is some justification for the suggestions, which shows some understanding of the development of the ecosystem.
Clear understanding of the concepts of 'climax' and 'plagio-climax'.

Level 3 *The answer is developed in detail. (13-18 marks)*
Reasons for the conservation of the reed beds are clearly understood and the ideas are developed well in light of the values of the parties involved.
Bitterns linked to the whole health and complexity of the ecosystem.

Good, logical suggestions are made and justified. an understanding of the ecosystem is shown.
The answer shows synopticity and a good sense of place.

Level 4 *The answer is detailed and clear. (19-20 marks)*
Values are developed clearly in a synoptic concept.
There is a clear sense of place.
The answer shows mature geographical understanding of the issues.

Question 3 (a) & (b)

Notes for answers

The area has a beautiful sandy beach, which is mostly unspoilt.

This could be developed for day visits from Tyneside and the towns of Northumberland, and it could form an attraction for residential holidaymakers. As well as being good for family beach holidays, it could be developed for water sports, pony trekking, fishing, etc.

There is a wide variety of habitats and historical attractions, named on the map, Figure 1. These might attract bird watchers, naturalists, conservationists, etc.

The country Park can attract naturalists, but also water sports enthusiasts.

Other areas, which have not been built on or developed, could be used for a variety of tourism related developments. Award marks for suggestions within reason.

However, management of the East Chevington site has to bear in mind the main aims for the NWT. Although it could take some part in the development of tourism, it cannot be the sites main function. In addition, the needs of the commercial farmers must also be considered in any planning for the area.

Nevertheless, the conservation area will attract some tourists, particularly bird watchers and conservationists. The site can cater for particular special interest holidays. It needs to be managed so that these tourists can use the site without compromising the needs of conservation.

Hides, interpretation centres, and signs to help interpretation will be the three main developments that are likely to be needed. However, even the bird watchers must be controlled and kept away from nesting areas and the feeding areas of timid species. Banks, fencing and notices will all play a part in the separation of people and wildlife.

Similarly, if there are any footpaths across the farmland, these need to be sign-posted clearly so as to minimise conflict between farmers and tourists. In the long run though, farmers could be encouraged to engage with tourists and to see their own role as facilitating and profiting from the tourists.

The NWT:-

conserve wildlife

promote nature conservation

provide means by which people can still get involved

Mark Scheme (3 (a))

- Level 1** *A basic answer, in which points are lifted from the Information Booklet and/or the OS map extract with no real development. There may be some speculation, which is not necessarily based on sound geographic understanding of the area.* (1-3 marks)
- Level 2** *The answer is clear. Points are taken from the Booklet and/or the OS map extract and they are developed to show some understanding of the nature of the area and of developments that might take place there.* (4-7 marks)
- May be gained by:*
clear differentiation of areas with different types of tourism or tourism potential
clear reference to present and future
- Level 3** *The answer shows a well-developed understanding of the area and its potential. Points are taken from the Booklet and/or the OS map extract and from the candidate's own knowledge and are developed in a way that shows clear geographical understanding and synoptic ability.* (8-10 marks)
- May be gained by:*
detailed differentiation of areas
reference to inter-relationships between areas
reasoned explanation of present and future potential.

Mark Scheme (3 (b))

- Level 1** *The answer is basic, consisting mainly of ideas lifted directly from the Information booklet and not used or developed.* (1-3 marks)
- Level 2** *The answer is clear. Points have been taken from the Information Booklet, or from the candidate's own knowledge, and have been used clearly to make sensible suggestions in keeping with the needs of the NWT. Clear references to short/long term or to different areas within the reserve.* (4-7 marks)
- Level 3** *The answer is developed in detail. It shows a good synoptic understanding of the topic and good sense of place. The values of the NWT are understood clearly and are expressed well. Detailed references to short/long term or to different areas within the reserve.* (8-10 marks)