



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

Geography B

Unit GGB

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General Instructions

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

- (a) There are no marks for stating the research question. However, it is important that the rest of the answer refers back to this question.

Marks for the description of the methods must be confined to description, and the answer must be able to attain full marks for just that. However, 'description' can be extended to precise details for the methods, including sampling techniques, precautions that had to be taken, problems that were encountered, and so on.

Marks in part (ii) will be awarded for understanding and explanation of the strengths and weaknesses of the methods and of the way the methods were executed by the student or the group. In this the better candidates will show real understanding of the methods, rather than just a description of practical problems on the day.

- (i) **Level 1** The answer names, or describes in an approximate or partial way, a method of collecting relevant data, but there is no clear description of the technique as a whole, nor any development of points linked to the data collection. It may not be relevant to the RQ chosen. **1-3 marks**
- Level 2** Relevant data collection techniques are described clearly and/or fully. The answer shows a full understanding of the methods. It may consider the precautions taken to ensure their validity. A full and clear description, with elaborations, is needed to obtain full marks. **4-7 marks**
- (ii) **Level 1** The answer is superficial and deals mainly, or exclusively, with practical problems such as rainfall, or people's refusal to answer questionnaires. There is no real criticism or understanding of the strengths and/or weaknesses of the methods themselves. There is no clear, logical development of ideas. **1-3 marks**
- Level 2** The answer shows understanding of the basic strengths and/or weaknesses of the sampling methods chosen, or deals with any in-built problems or errors in the methods. If both strengths and weaknesses are considered clearly the answer may well reach the top of the level. It may discuss the chosen method and compare it with other methods. **4-6 marks**

- (b) The presentation technique should be relevant to both the fieldwork investigation and the data that have been collected. It will probably involve sorting and classification as well as just display. Mapping and graphing are the most obvious techniques.

Choice of technique should show some understanding of the reasons, and should refer to relevance to the task of investigating the RQ. It may well involve comparing the chosen technique with others that were considered and rejected, and explaining why the chosen was best.

Success should refer to the strengths and weaknesses of the method and should, once again, refer back to the RQ, bearing in mind that the technique can best be judged by relevance to this task.

- (i) Point mark.

No mark for just **naming** a method.

Each mark should be awarded for information which clearly describes a stage in the chosen method, showing the reader how this should be done.

N.B. Spearman is not a technique of presentation. However, one or more marks may be awarded for references to drawing up the table. Manipulated or calculated data from raw results is acceptable.

4 marks

- (ii) **Level 1** There is a basic explanation of the strengths of the technique. The answer does not go on to assess why this technique is suitable for this particular task. Nor does it compare this technique with other possible techniques.

1-2 marks

Level 2 There is a clear explanation of the strengths of the technique. This is linked to the specific needs of the hypothesis or research question being investigated. At the top of this level the answer may well discuss the strengths and weaknesses of this technique, comparing them with other possible techniques.

3-5 marks

- (c) The conclusions should relate to the investigation which has been described above. They should show evidence that the candidate has undertaken an actual investigation in the field. Do not award credit for material which has obviously been learnt from books; it is the candidate's own experience and understanding which is relevant to this answer.

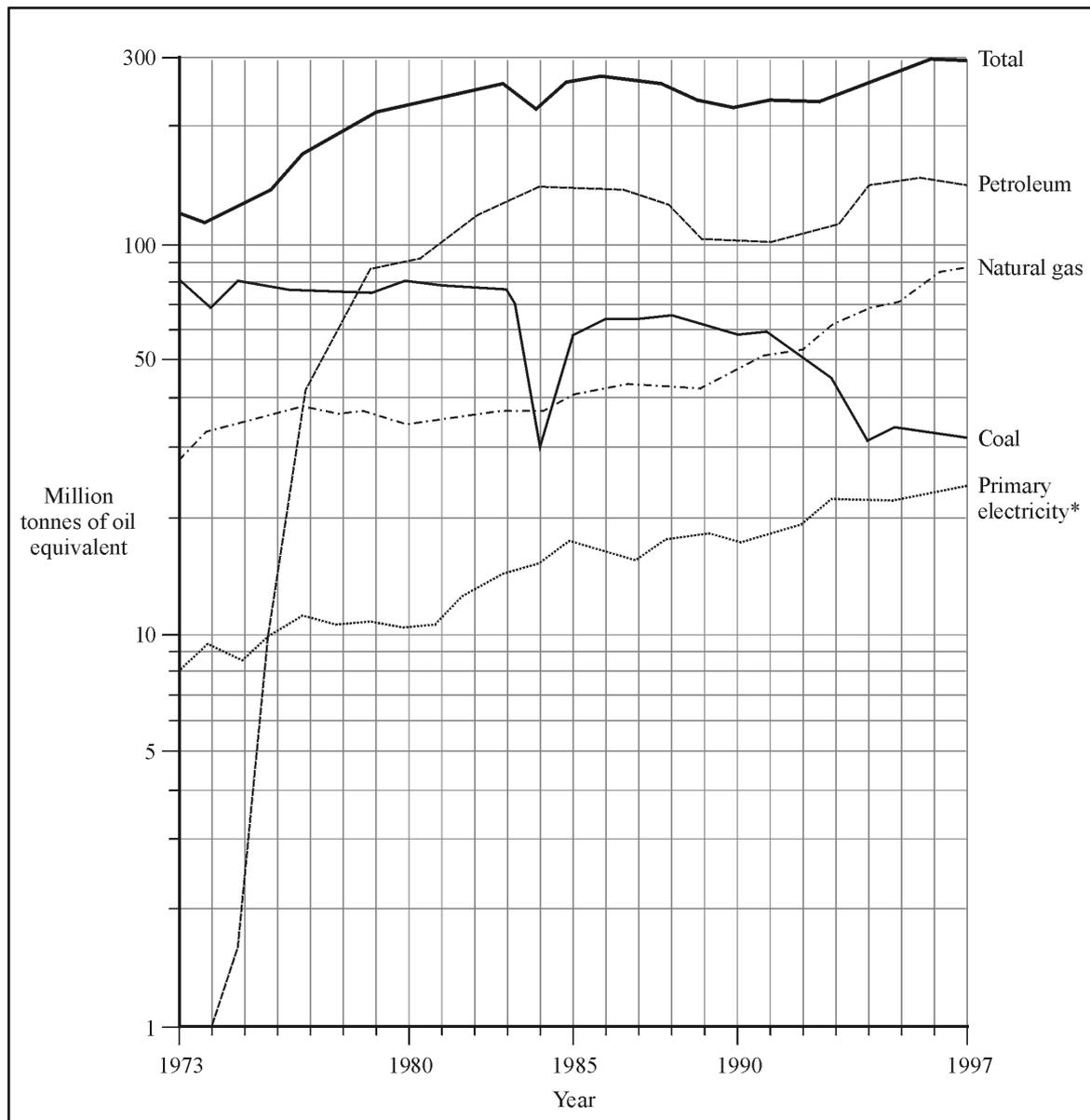
Level 1 The answer is basic, possibly stating that the hypothesis has been proved or that the research question has been answered and giving some simple evidence to support that conclusion, but not developing the answer.

1-2 marks

- Level 2** The answer is clear, making some clear reference to the way that the conclusion had been reached and/or making some clear reference to the nature of the area studied and the way that the conclusions were linked to this specific place. Use of relevant specific figures. **3-5 marks**
- Level 3** The answer is thorough and detailed. The conclusions are discussed in depth and related thoroughly to both the area studied and the body of geographical knowledge. Theory and practice are shown to be related. **6-8 marks**

Question 2

- (a) (i) Point mark. 5 marks for all points plotted correctly and the line joining them.
Deduct one mark for each point that is incorrect.
Deduct one mark if the line is obviously incorrect.
77, 76, 58 upper half
63, 62 lower half
30 spot on through all points solid line **5 marks**
- (ii) Total production rose from about 120 mtoe to 300 mtoe during this period. It more than doubled. It did **not** increase steadily.
Production fell slightly in 1973-4.
It doubled between 1974 and 1983 – a very steep increase.
In 1983-4 it fell, then quickly rose to its previous level.
Since then it has fluctuated – falling in the late 1980s then rising in the mid 1990s to reach 300 mtoe. **5 marks**
- Level 1** The answer makes at least one relevant point but does not give precise detail. It may rely on generalisations. It may rely on listing the changes without any relevant comment on rates of change. The nature of the log graph is not appreciated. **1-2 marks**
- Level 2** Precise details of change are read from the graph. The description shows understanding of the pattern as a whole. If the answer shows understanding of the nature of the logarithmic graph, it should reach the top of the level. **3-5 marks**



* Primary electricity includes electricity from nuclear energy and renewable sources.

- (b) Note that the figures show changing **production**, not **consumption**.

Petroleum production rose very sharply, once North Sea production came on stream. There was a significant dip during the economic downturn in the late 1980s. However, petroleum became the biggest source in 1978 and has remained so, easily, ever since.

Natural gas accounted for half as much as coal by 1977. It is second only to oil in importance.

Coal was our leading source in 1973. It declined in absolute terms through most of the period (apart from the sharp drop in 1983-4). Its relative decline has been even more spectacular. Now less than 25% of petroleum and less than 50% of natural gas.

Primary electricity has increased quite steadily through the period and is still in fourth place. However, it had almost caught up with coal by 1977.

- Level 1** The changes are described in general terms but the detail is vague. The answer tends to deal with changes in individual sources, but does not compare and does not deal with relative changes.
Any reasons for the changes are basic and speculative. **1-3 marks**
- Level 2** The description is clear. Makes some reference to relative changes and uses at least one relevant accurate statistic. However, these references are mainly of the ‘more than’ and ‘less than’ variety.
Reasons for the changes are clear but lack detailed knowledge of the changing situation regarding energy production. They may refer more to consumption, but do link to production, even if just by implication. **4-7 marks**
- Level 3** The description is thorough and detailed and makes clear references to comparative changes. A clear understanding of the nature of the logarithmic scale is evident.
Changes in production are placed in context which shows knowledge and understanding of the situation in the country at the time.
The candidate sees an overall picture, rather than just making reference to odds and ends from the graph. It is possible to reach 10 marks by describing and linking change in sources without explaining reasons.
It is possible to reach 10 marks by describing and linking changes in sources without explaining reasons for the changes. **8-10 marks**