



General Certificate of Education

Geography 6036 *Specification B*

GGB6

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.
- 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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) **Mark scheme**
Point mark
Clear aim = 1 mark
Clear hypothesis or research question = 1 mark
If hypothesis or research question clearly arises from the aim = 1 mark **3 marks**
- (b) **Notes for answers**
Depends on the technique chosen.
- Mark scheme**
Level 1
A method is named.
There are relevant points in the description, but the description is not complete. It would not guide a reader through the full process of analysing
- E.g. With Spearman, the technique is explained up to the calculation of Rs but significant is not explained*
OR
A scatter graph is explained with plotting of points and addition of best fit lined. **1- 4 Marks**
- Level 2**
The method is clearly described and there is a reasonable attempt to explain the choice.
- At the top of the level, the method is fully described and the choice is well justified.* **5-8 marks**
- (c) **Notes for answers**
Depends on the topic of the enquiry.
- Mark scheme**
Level 1
A conclusion is stated, but the answer is basic. It reads like a text book description with little or no evidence of fieldwork having been completed or of the fieldwork having added to the candidate's understanding. **1-3 marks**
- Level 2**
The answer makes some clear and specific reference to the results of the investigation.
There is some clear understanding of the meaning and relevance of the fieldwork.
There is some sense of a real place. **4-6 marks**
- Level 3**
The answer makes detailed reference to the coursework and shows a full understanding of its relevance.
There is a clear sense of place. **7-9 marks**

Question 2

(a) (i)

Notes for answers

They need to ascertain whether people are shopping in the town, and where they come from. If people are not in the town to shop they are not comparable with the people from the previous occasion. Therefore, they need to ask at least two questions. The data need to be usable for the drawing of the map, therefore it is more useful to ask for the name of the town or village where the respondent lives, or has travelled from that day. They may need to find the age of the respondent. Should they use an open question, or ask which of three categories the person fits or should they estimate the age of the respondents?

Mark Scheme

Level 1

At least one relevant question is suggested. There is some basic justification of the question, but it is not given in detail.

1-3 marks

Level 2

At least two separate, pertinent questions are given and justified. These are clearly justified. If age question is not asked, the reasoning should be given. At the top of the level the justification is full and detailed.

4-6 marks

(ii)

Notes for answers

The answer should refer to sampling, by some or all of age, sex, social class, time, day, weather condition, etc. Positioning of the questioner should be discussed. Presentation, and ways of asking might be considered. All of the decisions that have to be taken need to be justified. Credit references to bias or possible lack of clarity in questions.

Mark scheme

Level 1

Basic aspects of possible bias and skew are given, with basic comments about how the problems might be avoided or overcome.

1-3 marks

Level 2

There is a clear idea about how and why the sample of respondents should be chosen. Some of the possible problems are mentioned and ways of organising to avoid these problems are made, sensibly.

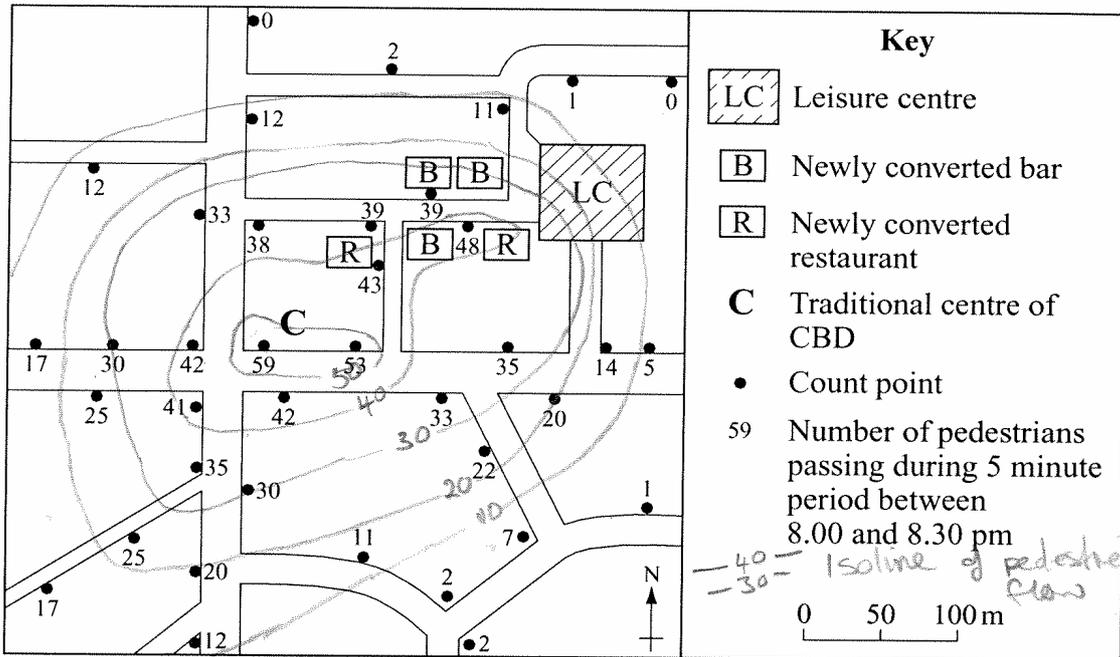
4-6 marks

Level 3

The answer is detailed and thorough with most aspects of the topic considered and management strategies suggested.

7-9 marks

(b) (i) Notes for answers



7 marks

Principles for marks

Ignore "0" lines

Mark crosses next to each error. Ticks are not needed.

Lose 1 mark for any point that falls the wrong side of a line.

Lose 1 mark if a line does not pass through a relevant point, or goes through an incorrect point.

Lose 1 mark if lines touch and 2 marks if lines cross.

Lose 1 mark if a key is not provided.

Lose 1 mark if any line is not continuous or if the 10 line does not go to the edge of the page.

If something is wrong with every line but the general pattern is more or less right allow 1 or 2 marks.

(b) (ii) **Notes for answers**

This technique allows the patterns in the data to be seen quickly and clearly.

Isopleths can be labelled clearly, or shading can be added for extra detail.

Interpolation is possible, even where figures are not given to an exact multiple of ten.

The heaviest flows are close to the old CBD centre. There is a secondary centre near the new leisure centre. There seems to be a flow of pedestrians between the two. Density falls off very quickly to the NE of the leisure centre. It falls less quickly as you move away from the old CBD.

Mark scheme

Level 1

There is at least one, basic, relevant point made about one of the bullet points.

1-4 marks

Level 2

The answer is clear. If one bullet point is answered clearly the answer will start at the bottom of the level. At the top of the level the answer is detailed and well developed. Both bullet points need to be considered well.

5-8 marks