



General Certificate of Education

Geography 6036

Specification B

GGB5 The Synoptic Module

Mark Scheme

2006 examination – January 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 GUIDANCE FOR GCE GEOGRAPHY ASSISTANT EXAMINERS

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

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|------------------|---|
| LEVEL I | <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 II | <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 III | <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

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|-----------------|---|
| LEVEL I | <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 II | <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**Notes for Answers**

The problem affects the whole world. However, around 75% of all sufferers are in Sub-Saharan Africa and around 95% are in LEDCs. S and SE Asia is the second worst area.

W Europe, N America and Australia/New Zealand (and probably Japan) have relatively small infected populations, especially when compared with the total population size in those countries.

N Africa and Middle East have comparatively few, when compared with other LEDC regions.

In terms of new infects, the gap between LEDCs and MEDCs is even more striking. In Africa the ratio of old to new is about 8:1, and in East Asia and the Pacific it is about 4.5:1, whilst in Europe it is 17:1, and in N America, it is 22:1.

Death rate shows a similar increase in the problem in LEDCs when compared with MEDCs. In Africa, one sufferer in ten died during 2004, in N America, it was about one in 66 and in W Europe, it was about one in 200.

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|--|---------------------------|
| <p>Level 1 <i>The answer contains basic facts, lifted from the maps, or table.</i>
 <i>If the answer does not deal with distribution and give detail of specific places</i>
 <i>MAX = 3 marks</i></p> | <p>1 – 5 marks</p> |
| <p>Level 2 <i>The answer makes clear comparisons between regions.</i>
 <i>There are some clear comments the rates in at least one of the regions.</i>
 <i>The figures are developed in some way.</i>
 <i>If references are made to all three maps, the answer should move towards the top of the level.</i></p> | <p>6-10 marks</p> |
| <p>Level 3 <i>There are detailed explanations of the rates in at least one region.</i>
 <i>The answer has detailed comparisons and manipulates the figures in a clear way to show sophisticated comparisons between areas, making detailed use of data from at least two and probably all three maps.</i></p> | <p>11-15 marks</p> |

Question 2

Notes for answers

Economic

People who suffer from HIV/AIDS are usually in the most productive years of their lives, and are often of the parenting generation. If they are not treated, their productive capacity is lost and so is their ability to bring up children and to pass on their knowledge. Therefore, it is worth trying to ameliorate the onset of HIV because this will prolong their ability to work and to work and to contribute to society.

It is also worth treating pregnant women with ARVs so as to reduce the risk of transmission of the virus during childbirth and so reduce the damage done to the next generation and reduce the cost of caring for that generation.

Anyway, if people know that they will be treated for HIV/AIDS it becomes worth their while finding out whether they have the disease. Once they are diagnosed, there is a reduction in the risk of their transmitting the virus through unprotected sex once again, reducing the potential spread of the virus and saving costs in the long run.

Social

A whole raft of measure is needed to deal with the HIV/AIDS crisis. Treatment often goes along with education in prevention, and with social and psychological counselling. All parts of this package have the effect of strengthening social bonds for the infected. Reduction of prejudice helps to keep society together and, in particular, it helps to preserve family structure. Children are better able to complete their education and so can make a bigger contribution to society in future.

Environmental

If the productive people in the community are lost it is likely that agricultural systems will break down in the countryside and that the built environment and the infrastructure will break down in urban areas. Treating HIV/AIDS victims conserves society, conserves the economic system and, in so doing, it conserves the environment. For instance, a loss of large sections of the workforce can lead to loss of irrigation systems, or to poor husbandry leading to soil erosion. Treatment will reduce such possible losses.

Credit for “context” themes - much of HIV/AIDS is in LEDCS - already poor and if they want to move away from “LEDC status”

Mark Scheme

Mark each of the three sections separately, awarding a level. Then, at the end of the answer consider awarding an overall mark for the complete answer. This can be at a higher level than has been attained for any of the sections of the answer. **1-6 marks**

Any one of ec, soc or env, done in detail, can raise an answer to Level 3.

Level 1 *The answer makes basic points, which are lifted from the Information Booklet and have not been used to make the candidate's own points or to develop ideas.* **7-12 marks**

Level 2 *The answer uses information from the Information Booklet to make clear points and to develop the candidate's own ideas. The candidate may add knowledge to the answer from other studies and use this in a clear, relevant way.* **13-18 marks**

Level 3 *The answer is developed in detail, using information from the Booklet and/or from the candidate's own knowledge.* **19-20 marks**

If the pros and cons of investment in healthcare are discussed in detail and balanced well, in any section, that section will probably reach L3. For example:

- *refers to benefits of keeping productive workers alive and producing but also refers to loss of investment in other sectors such as malaria treatment.*
- *refers to the benefit of keeping agricultural systems working but also to deaths reducing pressure on some natural environments*

The answer shows a detailed understanding of the place that is being written about.

The answer is synoptic.

Level 4 *The answer shows a good understanding in all parts, with clear Level 3 work in some parts. The answer is clearly synoptic, synthesising material from different parts of the specification to show mature geographical understanding*

Question 3

Notes for answers

Obvious successes of the Clubs include raising awareness of HIV/AIDS and encouraging discussion. Problems include the fact that there has only been a small increase in condom use and only a small decrease in the frequency of unprotected sex.

Less expected results of the Clubs have been the growth of related projects, like money-raising schemes such as the fish farms. Literacy schemes and care for AIDS orphans have also been seen, although the extent of these schemes is not documented.

The nurse's article suggests that the Clubs in her area are spreading their activities even more widely now to become whole-community organisations, rather than just school-based organisations. The home-based care and sponsorship of orphans are probably not things that can be organised through school Clubs.

At first, the Clubs spread very rapidly, and this was encouraged, but the growth was too fast and could not be supported. Some training of student leaders was given, but this was obviously not enough as many were not supported and began to die out.

In the second phase, FHT concentrated on putting Clubs in place, and training, field supporters, producing materials for students to use, and encouraging out-reach to non-student young people. Some pay was provided for these workers but obviously not full-time pay. Again, the problem of Clubs that were not delivering what had been hoped was obvious. Fewer than one third of Clubs were highly active, although the information is not given as to whether the other two thirds were active at all.

After 2002, the support of the Clubs appeared to have been taken over by SAPEP, with funding coming from PREPAID, a charity organisation. Again, this organisation provides a structure of support and training for the volunteer Club leaders, although Item 4 also mentions these co-ordinators working with local health clinics and hospitals as well as with schools.

There is some evidence that suggests that the urban clubs were better supported and more successful than the rural ones.

All the evidence is subjective, especially that from the student who was only in Zambia for five weeks.

- Level 1** *A basic answer, with some facts lifted from the AIB, but with little or no development of those facts.* **1-5 marks**
- Level 2** *The answer is clear. Description clearly distinguishes between the different phases in the development of the Clubs.
Answers can reach level 2 by referring to:* **6-10 marks**
- *criteria for judging success of a scheme*
 - *evaluation of an aspect of the clubs – beyond a straight lift*
 - *comparison with other relevant case study*
 - *looks at other factors affecting the degree of success of an aspect of the clubs*
- At the top of Level 2, both successes and failures are described and discussed, with some attempt to analyse the issues that have led to either the successes, or failures, or both.*
- Level 3** *The answer is detailed. Description should refer to three phases of development of the Clubs.
Both the successes and failures of the Clubs are analysed and discussed in detail. Lessons are drawn from the discussions, and conclusions are made.* **11-15 marks**