

GCE 2004

June Series



Mark Scheme

Geography B (GGB6)

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.

Further copies of this Mark Scheme are available from:

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Dr Michael Cresswell Director General

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.

Question 1

- (a) (i) The answer should establish the general aims and purpose of the investigation. This could be to test out textbook or classroom theory in the real world; or it could be to study an environment – e.g. to investigate the changes in characteristics along the course of a drainage channel. Hypotheses should be clearly stated in the correct form; research questions should show clearly what is to be studied and tested. They should develop out of the aims of the study.

Level 1 *General aims are stated, but these may be vague and unclear. Questions may be posed but these are not clearly stated as hypotheses or research questions.*

1-2 marks

Level 2 *At the lower end of the level, one hypothesis or research question is clearly stated.
If only nul- keep to 3 marks.*

At the top of the level it is linked to and develops from the aim of the fieldwork.

3-5 marks

- (a) (ii) Any method of analysis, which can link to the hypothesis, is acceptable. The answer should show how the method was used: ‘a handbook on how to use that method’.
Diagrams or part worked examples are very suitable ways of showing how the technique should be used.
Reasons for the choice of technique should include clarity of the result, suitability of the technique for dealing with the particular type of information, and ease and level of confidence with which the results can then be interpreted. .

Level 1 *Basic identification of a technique.
Simple description of the technique.
There is no relevant reference to the particular purpose of the chosen technique.
Strengths and weaknesses are not clearly understood.*

1-4 marks

Level 2 *The answer describes the method clearly, explaining how analysis takes place.
The method is clearly linked to the aims of the investigation.
Clear reasons are given for the choice of method.*

The answer should show a clear awareness of the strengths of the technique used.

Where possible it should also show awareness of the limitations of the technique.

If both strengths and weaknesses are explained well, the answer will be at the top of the level.

5-8 marks

- (b) (i) The answer must be based on fieldwork that has been carried out by the candidate. It might refer to both primary and secondary data. Ideally, it should be written in the first person. It should be internally consistent and, ideally, should show a sense of place. It should refer back to the piece of fieldwork named in part (a).

Point mark.

Well expressed general findings, credit up to 2 marks.

Specific results – e.g. correlation values, changes in relation to distance, specific references to proof or disproof of hypotheses – credit up to 4 marks.

4 marks

- (ii) Requires some appreciation of the geographical significance of the results and how the results relate to general geographical theories.
There should be some attempt to evaluate the results.
The results should be considered in the context of the aims and/or of the specific environment being considered.
There should be some consideration of the way in which the study has confirmed, reinforced, or perhaps even contradicted, previous understanding.
There are likely to be some anomalies worthy of mention and discussion.

Level 1 A 'text book' answer with little reference to the personal study.
The answer is presented in general terms with no direct reference to the candidate's own results.
Any attempts to relate findings to understanding are written in the most general terms.

1-4 marks

Level 2 The answer establishes some clear connection between the results and the candidate's understanding of the environment and/or theory being studied. The candidate moves on from consideration of the hypothesis to try to explain why anomalies may not have fitted the hypothesis.

5-8 marks

Question 2

- (a) (i)
- | | | |
|-------------|-------------|-----------|
| Balmoral | 13.0 | |
| Castle | 9.2 | (not 9.1) |
| Court | 15.5 | |
| Laganbank | 8.0 | |
| Lower Falls | 0.0 | |
| Oldpark | 10.1 | |
| Pottinger | 20.4 | |
| Upper Falls | 0.0 | |
| Victoria | 23.8 | |
- (ii)
- 1 = 23.8
 - 2 = 44.2
 - 3 = 59.7
 - 4 = 72.7
 - 5 = 82.8
 - 6 = 92
 - 7 = 100
- (iii) The line of equality. It shows how voters would be spread if they were evenly distributed in the different wards.

Mark scheme

- (a) (i) 3 x 1 mark for 9.2, 8.0 and 10.1.
- (ii) 7 marks for a correctly plotted graph.
 6 x 1 mark for plotting.
 1 mark for the line correctly labelled.
 Allow points plotted on the nearest whole number.
 If the graph is inverted, allow 1 mark for all points correct (and 1 mark for line correctly labelled.)
- (iii) 2 marks if correct. E.g. “It shows a perfectly even distribution of voters.”
 1 mark if partly correct. E.g. “It shows the voters for a party with an average distribution.”
 0 marks for “best fit line.”

(b) Notes for answers

There is a very marked degree of segregation.

Over 50% of Nationalist voters live in wards with no Unionist voters.

60% of Unionist voters live in wards which house less than 5% of the Nationalist voters.

Note, though, that there are substantial minorities of ‘other’ voters in many of the wards, so this separation may not be quite as marked as it seems.

This technique is useful for showing degrees of separation. It provides a visual display of cumulative statistical information.

The technique works best when the line of even distribution is added.

Level 1 *The answer makes basic comments about the Lorenz curve technique and/or a map.*

The answer comments on the segregation at a superficial level.

0-4 marks

Level 2 *The answer shows some understanding of at least one strength or weakness of the technique at a simple level.*

The maps could be used to illustrate this data is described clearly.

The answer considers the issue of separatism: or considers the issues of segregation clearly.

5-9 marks

If all 3 sections are at Level 2, consider raising the answer to Level 3.

Level 3 *Strengths and weaknesses of the method are discussed clearly and show a full understanding of the technique.*

There is a detailed evaluation of the comparative strengths of the Lorenz curve and a map.

The answer considers the issue of separatism and / or segregation in detail

It may consider some of the anomalies in the pattern of distribution of voters, and suggests reasons for these.

10-13 marks