

**Oxford Cambridge and RSA Examinations**



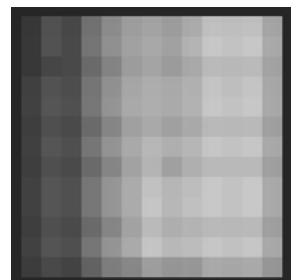
**ADVANCED GCE  
ADVANCED SUBSIDIARY GCE**

**A2 7833  
AS 3833**

# **GEOGRAPHY SPECIFICATION B**

**COMBINED MARK SCHEME  
AND REPORT FOR THE UNITS  
JANUARY 2005**

**AS/A2**



**3833/7833/MS/R/05J**

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OCR Publications  
PO Box 5050  
Annersley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
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## CONTENTS

### Advanced GCE Geography Specification B (7833)

### Advanced Subsidiary GCE Geography Specification B (3833)

#### MARK SCHEME ON THE UNITS

<b>Unit</b>	<b>Content</b>	<b>Page</b>
2687	Physical Systems and their Management	1
2688	Human Systems and their Management	11
2689	Geographical Investigations 1	23
2691	Issues in the Environment	31

#### REPORT ON THE UNITS

<b>Unit</b>	<b>Content</b>	<b>Page</b>
*	Chief Examiner's Report	52
2687	Physical Systems and their Management	53
2688	Human Systems and their Management	59
2689	Geographical Investigations 1	64
2690	Geographical Investigations 2	74
2691	Issues in Environment	76
*	Grade Thresholds	81





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RECOGNISING ACHIEVEMENT

Mark Scheme 2687  
January 2005

**Section A**Answer **two** questions**1 Atmospheric Systems and People**

**(a)** Study Figs 1a, 1b and 1c. Compare and contrast the climates represented by the graphs. **[9]**

- Continental and maritime climates
- Greater range of temperature in Moscow (26 degrees C v.14)
- 5 months average below freezing in Moscow, none in London
- Interpretation that winter precipitation will be snow in Moscow
- Summer precipitation maximum in Moscow
- Full description of temperature and precipitation using data well.

**Level 3 (8-9marks)**

A full comparison of the two graphs to include most points indicated.

**Level 2 (5-7 marks)**

Both temperature and precipitation considered, with development of one.

**Level 1 (1-4 marks)**Either temperature **or** precipitation described **or** compared **or** contrasted.

**(b)** Suggest reasons why there are differences in precipitation between the two places. **[9]**

- Continental and maritime effects
- Temperature variations creating convectional rain
- Air mass sources
- Seasonal differences
- NB The question is about precipitation, not climate or temperature.

**Level 3 (8-9marks)**

A full explanation.

**Level 2 (5-7 marks)**

A developed explanation of one area and a brief explanation of the second or moderate coverage of both.

**Level 1 (1-4 marks)**

Either a basic explanation of both areas or a partly developed explanation of one.

- |  |
|--|
| <p><b>(c)</b> Show how climatic factors affect the climax vegetation of a named region of Europe outside the British Isles. <span style="float: right;"><b>[12]</b></span></p> |
|--|

Points will depend on the region chosen, but should clearly relate climate to vegetation by considering the adaptation of species, such as drought resistance, seasonal effects, and show an understanding of the range of climax vegetation by naming plant types, accurately related to an appropriate region. Better answers may also quote climatic data accurately. Human influence is not required.

**Level 3 (10-12 marks)**

A full explanation.

**Level 2 (6-9 marks)**

A more developed explanation.

**Level 1 (1-5 marks)**

A basic explanation that shows some understanding of the link between type of vegetation and climate with general terms such as deciduous or scrub used but no specific knowledge. Max Level 1 if region not named.

**2 Landform Systems and People**

**(a)** Study Figs 2a and 2b. Describe the differences between the flow duration curves.**[9]**

- Simplified flow duration curves are given together with annual hydrographs. The flow duration curves use different scales and the mean is stated for each. Points shown on the graphs include:
- A greater exceedance rate, in quantity and time for River Y than for River X.
- A much higher upper flow – 4 to 10 times mean flow for 2% of the time for Y compared with 2-3 times for X.
- The lower flows show the same sort of pattern – greater occurrence of low flows for Y compared with X.
- River X has an overall more regular flow, and River Y a flashier response with greater maximum and minimum flow. (Both are typical British rivers for the regions they represent.)
- NB Flow Duration graphs, not Daily Discharge

**Level 3 (8-9 marks)**

Understands the significance of the very small amount of time a river may have extremely high or low rates, and that the steeper the curve, the greater the variability of flow, using figures from the graph. Understands the significance of 'mean flow'. May make use of the hydrograph in conjunction with the flow duration curve.

**Level 2 (5-7 marks)**

Either quotes figures accurately from graph to show differences at high and low flow with little understanding or includes moderate development to show some understanding of the curves.

**Level 1 (1-4 marks)**

Reads two figures from graph accurately to show differences or just interprets the daily discharge graph. Does not recognise different scales.



**(b)** Study Fig.2c. Use evidence from the map to suggest reasons why the flows of the rivers X and Y vary. **[9]**

The Specification requires contrasting hydrographs for four British rivers to be studied. The map shows that river Y flows on impermeable rocks in the west with its source in the Welsh mountains, while X flows across the chalk of the south. Precipitation is a factor, but not catchment size. Other effects could be caused by storage, including man-made storage. Abstraction is a factor that is less easily quantified.

Points may therefore include:

- Explanation of effects of permeable/impermeable rocks/surfaces
- Precipitation
- Allow interpretation of map showing knowledge of UK –e.g. south central England likely to be more built-up than east Wales.
- Allow other factors affecting flows such as afforestation, urbanisation etc.

**Level 3 (8-9 marks)**

A good understanding of the effects of differences in geology is shown. A good answer would also appreciate the difficulties in assessing abstraction, or the accurate measuring of very high and very low flows. The best answers may also appreciate the points about size of catchment not being a factor, but, at this level, it is equally acceptable to recognise that a river in the west of the UK is likely to have higher precipitation than the S, showing some geographical understanding.

**Level 2 (5-7 marks)**

A moderate understanding of the effects of permeable and impermeable rocks and surfaces, with the suggestion that Wales receives more rain.

**Level 1 (1-4 marks)**

A basic understanding of the effect of either permeable or impermeable rocks.

**(c)** For a named drainage basin, explain how the system has been modified by human activity. **[12]**

Aspects in the Specification include:

- vegetation change
- cultivation, afforestation and urbanisation.  
It is likely that candidates will interpret the topic to include management of floods and channel management generally.
- NB The answer should relate to the **system** not just changes to the channel, i.e. inputs, processes and outputs.

**Level 3 (10-12 marks)**

Place specific detail illustrating human activity and its modifying effects.

**Level 2 (6-9 marks)**

Two or more appropriate points. Link to place is accurate but vague.

**Level 1 (1-5 marks)**

An example of modification with no place for lower marks, mention of place for top of level. Max L1 if no drainage basin named.

### 3 Coastal Systems and People

**(a)** Study Fig.3a. Suggest how the coastal defences at Beesands protect this area. Why are they necessary? **[9]**

- Hard engineering of a curved sea wall and rock armour protects by dissipating wave energy, reducing wave impact and restricting movement of water onshore where housing is set back a little from the beach.
- The shingle nature of the beach may require the solid engineering.
- There is a larger bank of boulders at the cliff foot at the end of the beach, where there is housing closer to the beach.
- Values of property, proximity to beach could be stated as direct reasons for need.
- Climate and sea level changes could be given as reasons, but would need supporting evidence rather than just being stated.
- Strength of wind and wave movement.

**Level 3 (8-9 marks)**

A full answer covering both how protection works and reasons for it to show good understanding.

**Level 2 (5-7 marks)**

A more developed answer that can identify two types of protection and a developed reason for protection.

**Level 1 (1-4 marks)**

A basic answer with only one aspect covered with a little development **or** both mentioned, such as 'there is a wall because houses are close to the beach and need protecting.'

**(b)** Study Fig. 3b. Explain possible effects of sand and gravel extraction on the coastal sediment system in this area. **[9]**

- The map shows the offshore bank, shingle beach and the photograph further shows the nature of the beach.
- Either area could be used to discuss inputs, transfers and outputs of the sediment cell system and the idea of equilibrium.
- Better answers may appreciate that such extraction could have an effect on area beyond the map.

**Level 3 (8-9 marks)**

A good answer that demonstrates clear understanding of the impact of extraction, possibly with the use of examples and using information from the map.

**Level 2 (5-7 marks)**

A more developed answer using appropriate terminology for two effects.

**Level 1 (1-4 marks)**

A basic answer that makes a simple statement such as 'the beach will disappear and the coast will be eroded more'.

<p><b>(c)</b> Why is management of sand dunes necessary in some areas and how is it achieved? Use a named example to illustrate your answer. <span style="float: right;"><b>[12]</b></span></p>
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Sand dunes are ecologically sensitive areas that can be under threat:

- from human activity, especially pressures of tourism
- from progression to vegetation climax
- from breaching.

Management techniques will depend on the area chosen, but could include a range of options from education, fencing, walkways, re-planting, grazing etc.

**Level 3 (10-12 marks)**

A well illustrated answer with clear reasons and solutions.

**Level 2 (6-9 marks)**

An appropriately named example with two developed reasons and a solution.

**Level 1 (1-5 marks)**

A basic answer citing either two reasons for management or one developed.  
Max Level 1 if example not named.

**Section B**

Answer **one** question.

**Either**

<b>4</b> Physical systems (atmospheric, landform and coastal) all interact. Illustrate these interactions by referring to one or more areas you have studied. <b>[30]</b>
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- The Sun's energy and atmospheric processes underpin most of the physical processes involved in the formation of fluvial and coastal landforms, linking the systems.
- Water is the main link (as the input to the fluvial system, and the return to the hydrological system).
- Energy transfer is important too, especially in coastal systems.
- Weathering and slope processes add to fluvial, terrestrial and coastal landforms.
- The interface between land and sea gives opportunities for further interactions, such as drowned river valleys, raised beaches.
- Any appropriate case study that shows an interaction between one or more systems could be used to illustrate the answer.
- The interaction is not one of equilibrium, as energy is a constant input.

**Level 5 (27-30 marks)**

A well-structured, logical and balanced essay with a clear understanding of the relevant processes and interactions demonstrated from different areas of study. Uses appropriate terminology, accurate and detailed knowledge and has almost faultless use of English.

**Level 4 (21-26 marks)**

A good essay that shows a good understanding and explores several factors, with a balance between them, and has specific place knowledge. The answer is well organised and attempts to evaluate the part played by each system.

**Level 3 (15-20 marks)**

Reasonable use of appropriate terminology and an approach to a balanced essay beginning to explore more than one interaction between each of the elements. Some evidence of structure but limited conclusions and some weaknesses in the standard of English.

**Level 2 (9-14 marks)**

A developed explanation with at least one interaction developed or two described. Limited knowledge or understanding of relevant connections. A simplistic, over-descriptive approach. Some structure but the answer lacks a clear focus on the question and weaknesses in English are apparent.

**Level 1 (1-8 marks)**

Simple and incomplete explanation or basic description of an interaction. Very little understanding of the ideas involved, very limited geographical knowledge, or examples. Poor structure and poor quality of language with obtrusive errors.

Or

- |  |
|--|
| <p><b>5</b> In the future, the availability of water resources in the UK may rely on reducing demand and improving supply. Explain, with reference to one or more named areas, how this might be managed. <span style="float: right;"><b>[30]</b></span></p> |
|--|

2003 provided evidence that water supplies in UK were under threat, particularly in the SE, where more housing developments are planned, East Anglia and Humberside. The only area of the UK with excess is the NE.

Better answers would:

- summarise the availability linked to the rainfall patterns
- consider geology
- storage facilities
- give accurate examples of water management, such as named reservoirs, water transfer schemes, and steps taken by water authorities both to reduce demand and manage supplies.

**Level 5 (27-30 marks)**

A well-structured, logical and balanced essay with a clear understanding of the relevant issues. Uses appropriate terminology, accurate and detailed knowledge and has almost faultless use of English.

**Level 4 (21-26 marks)**

A good essay that shows a good understanding and explores several ways of reducing demand and improving supply, with a balance between them, and has specific place knowledge. The answer is well organised and attempts to evaluate the part played by the management system.

**Level 3 (15-20 marks)**

Reasonable use of appropriate terminology and an approach to a balanced essay beginning to explore more than one method of reducing demand and increasing supply. Some evidence of structure but limited conclusions and some weaknesses in the standard of English. Areas are identified.

**Level 2 (9-14 marks)**

A developed explanation with at least one point developed or two described. Limited knowledge or understanding of demand and supply. A simplistic, over-descriptive approach without clear judgement. Some structure but the answer lacks a clear focus on the question and weaknesses in English are apparent. Max Level 2 if not UK related, but examples could be used from elsewhere to show how UK strategy could be improved.

**Level 1 (1-8 marks)**

Simple and incomplete explanation or basic description of water supply or ways to reduce demand. Very little understanding of the ideas involved, very limited geographical knowledge, or examples. Poor structure and poor quality of language with obtrusive errors.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2688  
January 2005

**Generic Level Descriptors****Section A, part (a)****Level 3 (8 - 9 marks)**

Description is comprehensive and detailed.

Evidence from the resource is used extensively to support points.

Candidate may further support points from own knowledge.

**Level 2 (5 - 7 marks)**

A sound description but some important points missed.

Some evidence from the resource is used to support some points.

Own knowledge may be used in support of points instead of resource.

**Level 1 (1 - 4 marks)**

Focus on one or two descriptive points. Several important points missing.

Very little evidence used in support either from the given resource, or from own knowledge.

**Section A, part (b)****Level 3 (8 - 9 marks)**

Explanation includes a wide range of points and shows very good understanding.

Evidence is used to exemplify points and assist in explanation.

The evidence will be appropriately selected from the resource, or be drawn from the candidate's own knowledge.

**Level 2 (5 - 7 marks)**

Some sound explanatory points made but there are important gaps in the explanation and a partial understanding shown. Some points will be supported by evidence but some explanatory points will not be exemplified. Limited evidence may be drawn from the resource, or from own knowledge

**Level 1 (1 - 4 marks)**

One or two explanatory points made, but the overall understanding will be weak.

Most important points may be missed. Little, if any, use of evidence in support of points made, either from the resource or own evidence.

**Section A, part (c)****Level 3 (10 - 12 marks)**

Extensive use of case study material used in explanation.

Explanation is comprehensive and shows very good understanding.

Most aspects of the issue are raised and commented on.

Evidence is place specific and is fully appropriate to illustrate points made.

**Level 2 (6 - 9 marks)**

Some case study material is given to support some important points of explanation.

Explanation shows good understanding of some points but the explanation is incomplete. Some important aspects of the issue are missing. Some evidence may be place specific but some may be rather general. Evidence selected may not always be appropriate to illustrate points made.



**Level 1 (1 - 5 marks)**

Little case study material is given. Explanation is limited and partial with many major points not dealt with. Evidence is generalised rather than place specific. Evidence given may not be particularly appropriate to support points made.

**Section B****Level 5 (27 - 30 marks)**

Shows a sound understanding of the issues related to the topic.  
Good use of appropriate place specific material. Will have good detail.  
Arguments will be reasoned and be based on examples provided.  
Most information is soundly ordered with clear evidence of structure.  
There is a sound attempt to summarise or reach a conclusion.  
English expression is sound and clear in most places.

**Level 4 (21 - 26 marks)**

Shows understanding of some issues related to the topic.  
Some place specific material used, which may be loosely appropriate, but may lack full detail.  
Arguments may show some reasoning and may be related to examples.  
Overall structure will show some ordering but may have some flaws.  
There is some attempt to summarise or reach a conclusion.  
English expression may mainly be good but show weakness in places or some lack of clarity.

**Level 3 (15 - 20 marks)**

Shows some understanding of a few issues related to the topic.  
A little place specific material will be given, but detail may be poor.  
Arguments will only have a little reasoning and may have only a little support.  
Information used shows a little ordering, so the overall structure will have some weakness.  
There is only a poor attempt to summarise or reach any conclusion.  
English expression is largely unambiguous, but may be poor in places leading to a lack of clarity.

**Level 2 (9 - 14 marks)**

Answers scoring in this range will show two or more of the following characteristics:-  
Shows a little understanding of very few issues related to the topic.  
There is some place material, but is general or only loosely related to the topic.  
Some reasoning presented but weakly argued.  
Information used shows only a little ordering, and overall structure is distinctly weak.  
There is some evidence of an attempt to summarise or reach a form of conclusion.  
English expression is simple. Clarity may be limited.

**Level 1 (1 - 8 marks)**

Answers scoring in this range may show one of the following characteristics, or alternatively, may contain other material which may have some slight relevance to the answer:-  
Shows a little understanding of very few issues related to the topic.  
There is some place material, but is general or only loosely related to the topic.  
Some reasoning presented but weakly argued.  
Information used shows only a little ordering, and overall structure is distinctly weak.  
There is some evidence of an attempt to summarise or reach a form of conclusion.  
English expression is simple. Clarity may be limited.

**Section A****Economic Activity and Change**

1.

**(a) *With the aid of Fig. 1, describe the distribution of areas receiving economic assistance within Great Britain.*** [9]

- Greatest assistance to most of West Wales and Valleys, Cornwall, Merseyside and S Yorkshire.
- Lesser assistance to north and west Scotland, Central Lowlands, former coalfields of England.
- Little assistance to the south and east of England
- A few lower level assistance areas in south and east, e.g. fens, east coast ports/resorts, Thames estuary and east coast of Kent.

**Level 3 (8 - 9 marks)**

Description fairly comprehensive for Great Britain.

Areas for both levels of support identified with reasonable accuracy.

Some comment on isolated anomalous areas in south and east.

**Level 2 (5 - 7 marks)**

A number of areas commented upon, but also major regions neglected.

Both levels of support noted but neither very detailed or one detailed and other neglected.

May not comment on anomalous areas.

**Level 1 (1 - 4 marks)**

Fairly superficial coverage. A number of important areas not mentioned.

May not differentiate levels of support, or be vague if both mentioned.

Unlikely to comment on any areas in south and east, or if mentioned, more obvious areas ignored.

**(b) *Explain how government policies have stimulated economic growth in areas within the UK.*** [9]

- Incentives and schemes that are current or from recent years acceptable.
- Grants, low-interest loans, provision of infrastructure, payments for employees off unemployment register.
- Garden festivals, city initiatives.
- Clear linkage of policy to growth and multiplier effects.

**Level 3 (8 - 9 marks)**

More than one policy covered in some detail.

Place references clear, accurate and detailed.

Clear linkage of policy to outcomes, with evidence of understanding of multiplier.

**Level 2 (5 - 7 marks)**

One policy covered clearly with other policies covered only in general outline or not included.

Accurate place reference, but detail generalised or restricted in extent if more place specific.

Some evidence of a link between policy and outcome. There may be some indication of multiplier effect.

**Level 1 (1 - 4 marks)**

One or more policies mentioned, but none in any degree of detail.

Place references fairly broad (the North, Wales) with no place specific detail.

Policy may be stated but reader left to work out consequence. Little if any evidence of multiplier.

(c) *With reference to one LEDC, outline the social issues that may arise from economic change.* [12]

- May be consequences of growth or decline.
- Growth leading to improvements in health, living standards and education.
- Decline leading to unemployment and features of cycle of despair.
- May cover migration and social consequences of in and out movements.

**Level 3 (10 - 12 marks)**

More than one social issue discussed with sound reference to an LEDC context.  
Social issues clearly linked to economic change.  
Clear, and accurate place specific examples.

**Level 2 (6 - 9 marks)**

One social issue discussed well with one or more others mentioned, or a broad accurate coverage with no issue in depth.  
Social issues and economic change juxtaposed, but linkage may not be very clear.  
Place references accurate, but detail not extensive.

**Level 1 (1 - 5 marks)**

One or more social issues raised but none in any depth. May not be clearly LEDC.  
Little if any linkage between economic change and social issues.  
Very general reference to place, usually just the name of a large city or country.

## Settlement Dynamics

2.  
**(a) Describe the ways in which governments have tried to improve service provision in LEDCs.** [9]

- Self help schemes and associated services.
- Sites and service approaches.
- Demolition and forced movement from areas difficult to provide for.
- New building with inbuilt services, e.g. flats, new towns.

### Level 3 (8 - 9 marks)

Good description of at least two approaches.  
 Clear demonstration of government role.  
 Very sound level of reference to relevant places.

### Level 2 (5 - 7 marks)

One attempt described well with some mention of one or more others in poorer detail.  
 Some evidence of government role but may be brief and not to the fore.  
 Some accurate place reference but not extensive detail.

### Level 1 (1 - 4 marks)

One or more attempts outlined but none in more than superficial way.  
 Government role may be unclear or only implied and left to the reader.  
 Any place references given are very general, at large city or country level.

**(b) Use Fig. 2 to help explain why there is controversy over the future of green belts within the UK.** [9]

- Urban sprawl still perceived as threat.
- Protection of countryside that is within easy reach of city centres.
- Recreational needs of urban dwellers.
- Lack of land for new housing and perception of growing population in some areas.
- More remote countryside put under increased threat by urban fringe restrictions.

### Level 3 (8 - 9 marks)

Clearly elaborates need for both building on green belt land and for its preservation.  
 Shows that these are mutually exclusive and lead to conflict and controversy.  
 Sound examples from the text or evidence from own example(s).

### Level 2 (5 - 7 marks)

Presents one case well but other is distinctly weaker.  
 May not bring out the conflict between the two views or only imply this a little for the reader.  
 Some reference to the text or alternative place evidence.

### Level 1 (1 - 4 marks)

One or both cases attempted but neither made very clear.  
 That the views conflict with one another not made clear.  
 Little reference made to the text or any other examples.

(c) *In what ways are UK urban planning issues similar to those experienced in an urban area located in another MEDC?* [12]

- Issues may relate to inner-city redevelopment, gentrification, or new towns.
- Other issues concerning transport, fringe development or segregation may be raised.
- Issues selected may be applicable to both contexts.
- Allow supported arguments that show some issues to be place specific.

**Level 3 (10 - 12 marks)**

Raises more than one issue in some detail.

Clearly shows similarity or can convincingly demonstrate why issue is place specific.

Reference to both places in a comparison is sound and well detailed.

**Level 2 (6 - 9 marks)**

One issue raised well. Any others are more sketchy in detail.

Similarity shown only simply or only implied for the reader.

Reference to one place reasonably sound but others may lack detail.

**Level 1 (1 - 5 marks)**

One or more issue raised but none in depth or clarity.

Similarity not very clear or left for the reader to bring out.

Place detail only sketchy and may be very weak for one context.

## Population and Development

3.  
(a) **Describe how the Human Development Index (HDI) reflects the level of development shown by the other indices shown in Fig. 3.** [9]

- All good in that they all give lowest score to Bangladesh (lowest HDI)
- All good in that generally higher scores = higher HDI
- None is highest for UK which has highest HDI
- All exaggerate difference, UK HDI index x1.94 Bangladesh, internet usage x366
- Inward investment closest to relative difference but still exaggerates
- May be many other valid relationship comments

### Level 3 (8 - 9 marks)

Makes valid comments on all indices.  
Reasonable balance between match and mismatch comments.  
Some comment on low Bangladesh scores throughout.

### Level 2 (5 - 7 marks)

Comments soundly on only one other index, or superficial on further indices.  
Comments either largely match or mismatch.  
Some comment on Bangladesh but may be partial.

### Level 1 (1 - 4 marks)

Comments on none of other indices with much accuracy.  
Comments only critical or favourable.  
No comment on their applicability to Bangladesh.

(b) **With reference to examples, explain why countries experiencing rapid population growth often have a low HDI score.** [9]

- Extra population is a drain on limited resources and limits development.
- Same amount of money shared by more people so low GDP/capita.
- Little money available for improvements in health services yet more people.
- Greatest growth amongst the young so most strain on education provision leading to low adult literacy rates.

### Level 3 (8 - 9 marks)

Links population growth to all HDI measures, wealth, health and education.  
Develops the explanation well for at least one of the contributing indices.  
Sound exemplification by country or by use of one of indices.

### Level 2 (5 - 7 marks)

Links two or more HDI measures with population growth.  
Some explanation related to one index but not fully developed.  
Some sound exemplification but not comprehensive.

### Level 1 (1 - 4 marks)

HDI linked to population growth only in general terms.  
Little explanation given, or links made having large gaps.  
No or very weak exemplification given.

(c) ***Describe and explain the impact that economic opportunity and prosperity have had on fertility and mortality in one or more countries that you have studied.*** [12]

- Inverse relationship between EO & P and F & M.
- Impact on mortality occurs at an earlier stage than for fertility.
- Relationship between wealth and provision/affordability of health services and healthier living conditions, cure and prevention.
- Change from subsistence, children as economic assets, to monetary economy and children as economic burdens.

**Level 3 (10 - 12 marks)**

Describes impacts well, noting fertility and mortality.  
Explanation sound, making links clear.  
Exemplification extensive, accurate and place specific.

**Level 2 (6 - 9 marks)**

Describes impacts to some degree, with either gaps or over-brevity.  
Some explanation present, but either incomplete or leaving reader to fill gaps.  
Some sound exemplification but incomplete.

**Level 1 (1 - 5 marks)**

Only a few impacts with most expected ones missing, or very simple description.  
Explanation weak and far from complete.  
Little if any exemplification, very general.



**Section B****4. How far do you agree that segregation in cities is inevitable?  
Using examples, make your reasons clear.****[30]**

- Any evidence is creditable provided it is related to segregation.
- Internal migration, particularly the poor, in LEDCs.
- Immigration, usually the poor, in MEDCs.
- Mobility and upward filtering of prosperous recognised.
- Other reasons for segregation, religious practice, culture, language, security may be introduced.
- Economic change leaving poorest, least qualified and elderly static.

**Level 5 (27 - 30 marks)**

Shows understanding of at least two reasons that can clearly lead to segregation.  
Shows some depth (appropriate and place specific, and well detailed) in examples.  
Arguments are reasoned, based on evidence and logically ordered.  
There is a very good attempt to summarise or reach a conclusion.  
English expression is sound and clear in most places.

**Level 4 (21 - 26 marks)**

Clear understanding of one reason for segregation, with some sound indication of at least one more.  
Example sound for part of answer, but depth may be lacking in others.  
Well argued but may be a little lacking in one of reasoning, evidence or logical ordering.  
There is a sound attempt to summarise or reach a conclusion.  
Only minor lapses in English expression.

**Level 3 (15 - 20 marks)**

Shows some understanding of at least two reasons for segregation, but lacking depth.  
Examples are drawn from valid locations but no great depth on any.  
Sound level of argument but may have weaknesses in reasoning, evidence or logical ordering.  
Some attempt to summarise or reach a conclusion is made.  
English is generally good although there may be some weak sections.

**Level 2 (9 - 14 marks)**

Shows some understanding of at least one reason for segregation.  
Examples could be valid, but not used or developed far to support the answer.  
Distinct weaknesses in reasoning, evidence or logical ordering.  
Very weak attempt to summarise or reach a conclusion.  
English is often awkward but some sound expression in places.

**Level 1 (1 - 8 marks)**

Only weak understanding of any reason for segregation.  
Any examples used are very weak in relevance and lack detail.  
Weak in reasoning, use of evidence and logical ordering.  
Little or no attempt to summarise or reach a conclusion.  
English very simple with little sound expression.

5. **'Optimum population is difficult to achieve.'**  
Using examples, explain why underpopulation and overpopulation may occur. [30]

- Under, over and optimum population defined or strongly implicit.
- Population related to resources to give highest level of living.
- Ability of population to exploit resources made clear.
- Time and changing circumstances related to the issue.
- Population can rise/fall, resources decline/new discoveries, technology develop.

**Level 5 (27 - 30 marks)**

Shows good understanding of population in relation to resources and ability to exploit them to maximum benefit.

A good range of examples used to illustrate most population/resource situations.

Arguments are reasoned, based on evidence and logically ordered.

There is a very good attempt to summarise or reach a conclusion.

English expression is sound and clear in most places.

**Level 4 (21 - 26 marks)**

Sound understanding of some links between population and resources. Has some consideration of exploitation and resultant living standard.

Some good examples used to illustrate some population/resource relationships.

Well argued but may be a little lacking in one of reasoning, evidence or logical ordering.

There is a sound attempt to summarise or reach a conclusion.

Only minor lapses in English expression.

**Level 3 (15 - 20 marks)**

Some understanding of population/resource relationship on under/over, but may be weaker on optimum.

Sound example of one relationship, but others may be less reliable.

Sound level of argument but may have weaknesses in reasoning, evidence or logical ordering.

Some attempt to summarise or reach a conclusion is made.

English is generally good although there may be some weak sections.

**Level 2 (9 - 14 marks)**

A basic understanding of population/resource relationship. Under/over simply expressed, optimum not really understood.

Some exemplification showing some relevance, but not developed very far.

Distinct weaknesses in reasoning, evidence or logical ordering.

Very weak attempt to summarise or reach a conclusion.

English is often awkward but some sound expression in places.

**Level 1 (1 - 8 marks)**

Some evidence of a weak understanding of some aspect of population and/or resource relationship.

Little if any exemplification.

Weak in reasoning, use of evidence and logical ordering.

Little or no attempt to summarise or reach a conclusion.

English very simple with little sound expression.



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RECOGNISING ACHIEVEMENT

Mark Scheme 2689  
January 2005

## The Report

Examiners are asked to read carefully the outlines of work undertaken before marking the report. Depending on the activities undertaken, candidates may have had varying opportunities to comment on the different aspects of investigative work. This should be taken into account when marking work from different Centres. The report is designed to assess the candidate's ability to produce a geographical investigation.

The report on the Personal Enquiry will be marked against the following level descriptors.

The report should be read and given an impression grade before marking against the level descriptors.

Assessment Criteria (AC)	Levels marks available for each AC			Overall marks available for each level	
	L1	L2	L3	Level	Marks
Hypothesis, design and presentation	1	2-3	4	1	1-7
Data collection and outcomes	1-4	5-7	8-9	2	8-15
Evaluation and understanding	1-2	3-5	6-7	3	16-20

### Hypothesis, Design and Presentation

#### Level 3 (4 marks)

There is a well-constructed hypothesis which is relevant to the stated aims of the study.

The report is well structured and fluently expressed.

#### Level 2 (2-3 marks)

The hypothesis is relevant to the stated aims.

The report is presented in a clear and intelligible manner.

Report of excessive length will not enter Level 3.

#### Level 1 (1 mark)

A hypothesis is stated that has some relevance **or** the aims are identified.

The report displays generally correct spelling, punctuation and grammar.

## Data Collection and Outcomes

### Level 3 (8-9 marks)

The report shows the following, but may lack detail **or** be slightly unbalanced:

- ♦ How decisions were made about the sources of data.
- ♦ The appropriateness of the methods and strategies used to fulfil the purpose of the enquiry.
- ♦ How these led to the outcomes.

The presentation and analysis of the outcomes are clear and relevant.

### Level 2 (5-7 marks)

The report shows the following, but may lack detail **and** be unbalanced:

- ♦ How decisions were made about the sources of data.
- ♦ The appropriateness of the methods and strategies used to fulfil the purpose of the enquiry.
- ♦ How these led to the outcomes.

The presentation and analysis of the outcomes are generally clear and relevant.

### Level 1 (1-4 marks)

A descriptive report which summarises the data collection and outcomes, although there may be some lack of coherence between and within the sectors.

## Evaluation and Understanding

### Level 3 (6-7 marks)

The report shows the following, but may lack detail **or** be slightly unbalanced:

- ♦ The evaluation recognises the validity of the outcomes, linking them to the data collected.
- ♦ Alternative strategies and sources of data that could have been used are discussed.
- ♦ Suggestions of how the study could be modified or extended are included.
- ♦ The significance of the results may be related to the particular area of geography.

### Level 2 (3-5 marks)

The report shows the following, but may lack detail **and** be unbalanced:

- ♦ The evaluation recognises the validity of the outcomes, but they are unlikely to be linked to the data collected.
- ♦ Alternative strategies and sources of data that could have been used are discussed.
- ♦ Suggestions of how the study could be modified or extended are included.

### Level 1 (1-2 marks)

The evaluation is simple and is likely to be in terms of its success in relation to the original topic or question.

**Questions 1 to 3**

Credit answers that are given in terms that **extend** the Report on the Personal Enquiry.

**1 What errors occurred when collecting your data? How could these errors be overcome if you repeated the investigation? [20]**

*Indicative content:*

- ♦ Poor preparation for measurement of variables (e.g. availability and skills required to use equipment).
- ♦ Equipment breaks down.
- ♦ Inability to sample from planned locations (e.g. no access, tide in, river too shallow).
- ♦ Inability to obtain large enough sample (e.g. not enough interviewees, unbalanced selection of interviewees, river too deep).
- ♦ Planning errors
- ♦ Poor use of time available (e.g. not starting the work in good time).

**The following content is applied to each level:**

- ♦ The discussion relates to the personal enquiry.
- ♦ The relevance of the data collection errors discussed.
- ♦ The relevance of the improvements discussed.
- ♦ Balance between the 2 parts of the response.
- ♦ Awareness of experimental control.

**Level 5 (18-20 marks)**

**Either** Two or more data collection errors and their improvements are discussed **well**.

**Or** More data collection errors and their improvements are discussed **in less depth**.

The answer is logically ordered and well presented.

**Level 4 (14-17 marks)**

**Either** Two or more data collection errors and their improvements are discussed **quite well**.

**Or** More data collection errors and their improvements are discussed **in less depth**.

The answer is generally logically ordered well presented.

**Level 3 (9-13 marks)**

**Either** Two or more data collection errors and their improvements are discussed **moderately well**.

**Or** More data collection errors and their improvements are discussed **in less depth**.

There are lapses in the logic and presentation of the answer.

**Level 2 (5-8 marks)**

**Either** One or more data collection errors and their improvements are discussed **adequately**.

**Or** More data collection errors and their improvements are discussed **in less depth**.

There are noticeable gaps and/or errors in the answer.

**Level 1 (1-4 marks)**

**Either** One or more data collection errors and their improvements are discussed **in a basic manner**.

**Or** References to data collection errors and their improvements are **irrelevant** to the personal enquiry.

There are considerable gaps and/or errors in the answer.

- 2 Justify your choice of any maps and diagrams used to show your data. Discuss whether alternative methods of presenting the data would have been better than the ones you chose. [20]**

*Indicative content.*

Likely justification of:

- ♦ *Maps*: clarity; show site and/or general location.
- ♦ *Figures*: ability to show all relevant data; scale consideration; ability to compare sites and variables; clarity.
- ♦ *Tables*: show all relevant data; ability to compare sites and variables; clarity.
- ♦ *Photographs*: able to show characteristics of actual sites.

**The following content is applied to each level:**

- ♦ The discussion relates to the personal enquiry.
- ♦ The relevance of the criteria used to justify the maps/diagrams.
- ♦ Understanding the relevance of the alternatives discussed.
- ♦ Assessment of advantages and disadvantages of the alternatives.
- ♦ Balance between the 2 parts of the response.

**Level 5 (18-20 marks)**

Maps/diagrams used are justified **and** alternative methods are discussed **well**.

The answer is logically ordered and well presented.

**Level 4 (14-17 marks)**

**Either** Maps/diagrams used are justified **and** alternative methods are discussed **quite well**.

**Or** One part of the answer is carried out **well and** the other part **moderately well**.

The answer is generally logically ordered well presented.

**Level 3 (9-13 marks)**

**Either** Maps/diagrams used are mostly justified (rather than described) **and** alternative methods are discussed **moderately well**.

**Or** One part of the answer is carried out **quite well and** the other part **adequately**.

There are lapses in the logic and presentation of the answer.

**Level 2 (5-8 marks)**

**Either** Maps/diagrams used are described rather than justified **and** alternative methods are discussed **adequately**.

**Or** One part of the answer is carried out **adequately and** the other part **in a basic manner**.

There are noticeable gaps and/or errors in the answer.

**Level 1 (1-4 marks)**

**Either** Maps/diagrams used are described (not justified) **and** alternative methods are discussed **in a basic manner**.

**Or** References to maps/diagrams **and/or** improvements are **irrelevant** to the personal enquiry.

There are considerable gaps and/or errors in the answer.

**3 To what extent would it be possible to compare your results with those from a similar investigation of the same area? [20]**

*Indicative content.* No credit where question is interpreted as if it was asking for an improved study.

Comparison *may or may not* be possible due to:

- ♦ Variables collected; degree of similarity of area studied (exactly the same or in the vicinity); degree of similarity of aims/hypotheses.
- ♦ Sampling methodology used.
- ♦ Sample size.
- ♦ Method for measuring variables (e.g. instruments used, skill in using instruments, categories for assessment).
- ♦ Temporal factors (e.g. changing human/physical factors over time and season).
- ♦ Human interference and physical factors at study area (these contextual differences could be explained in the analysis.)
- ♦ Methods of presenting outcomes.
- ♦ Ability to confer with another investigator about methodology adopted.

**The following content is applied to each level:**

- ♦ The discussion relates to the personal enquiry.
- ♦ Understanding the importance of doing a similar investigation with which to compare results.
- ♦ The relevance of the aspects of the investigation used for comparison.
- ♦ The importance of temporal issues.
- ♦ The importance of maintaining experimental control in relation to some or all of:
  - practical issues
  - sampling methodology
  - measurement.

**Level 5 (18-20 marks)**

**Either** Two or more aspects of the investigation which affect the results are discussed well.

**Or** More aspects are discussed in less depth.

The answer is logically ordered and well presented.

**Level 4 (14-17 marks)**

**Either** Two or more aspects of the investigation which affect the results are discussed quite well.

**Or** More aspects are discussed in less depth.

The answer is generally logically ordered well presented.

**Level 3 (9-13 marks)**

**Either** Two or more aspects of the investigation which affect the results are discussed moderately well.

**Or** More aspects are discussed in less depth.

There are lapses in the logic and presentation of the answer.

**Level 2 (5-8 marks)**

**Either** One or more aspects of the investigation which affect the results are discussed adequately.

**Or** More aspects are discussed in less depth.

There are noticeable gaps and/or errors in the answer.

**Level 1 (1-4 marks)**

**Either** One or more aspects of the investigation which affect the results are discussed in a basic manner.

**Or** Aspects discussed are irrelevant to the personal enquiry.

There are considerable gaps and/or errors in the answer, e.g. the discussion is unlikely to extend beyond practical issues.



**4** Fig. 1 shows the catchment area of the River Tyne and its tributaries. Fig. 2 shows three types of flow data collected at the gauging stations in the River Tyne drainage basin.

**(a)** Describe how you could display all the flow data from Fig. 2 onto Fig. 1. What potential problems would you have to consider when displaying these data? [10]

*Indicative content:*

Possible methods of presenting data at each gauging station:

- ♦ 3 adjacent bar charts. Label axes.
- ♦ 3 adjacent or nested proportional circles.
- ♦ 1 compound bar showing all three variables; scale used will be critical.
- ♦ 3 flow lines.
- ♦ Table. Label rows and columns.
- ♦ Less satisfactory solution is a single graph, e.g. scattergraph, for all sites positioned somewhere on the map.

The method requires consideration of:

- ♦ Appropriate scale to fit on map.
- ♦ Labels.
- ♦ Consistent shading (if used)

Possible problems:

- ♦ Same scale needed for a large range of values between and within variables.
- ♦ Method of showing missing data.

**Level 3 (9-10 marks)**

(i) The candidate describes how to construct 1 or more appropriate methods with *detail*.

(ii) There is a *good* explanation of two or more problems in constructing the graphs.

The two parts of the response are well balanced.

**Level 2 (5-8 marks)**

**Either:** (i) The candidate describes how to construct 1 or more appropriate methods *reasonably well*, **and**

(ii) There is *some* explanation of two or more problems in constructing the graphs.

**Or:** The candidate gives an unbalanced response to (i) and (ii).

**Level 1 (1-4 marks)**

**Either:** (i) There is a *limited* description of how to construct 1 or more appropriate methods, **and**

(ii) There is *little or no* understanding of problems in constructing the graphs.

The two parts of the response are highly imbalanced **or** both are not addressed well.

**Or:** The candidate does not suggest an appropriate method, e.g. three maps not one; inappropriate presentation method (pie chart, compound bar, choropleth).

- (b) The management of rivers to prevent flooding is part of the Environment Agency's work. Suggest and justify the additional data that would be required in order to make a full assessment of areas prone to flooding. [10]

*Indicative content.*

Possible additional data:

- ♦ Precipitation.
- ♦ Frequency of flooding.
- ♦ Planned and recent changes in land use.
- ♦ Solid geology.
- ♦ Population distribution and density.
- ♦ Land use.
- ♦ Topographical survey.
- ♦ Historical data.
- ♦ Flood schemes in place.
- ♦ Survey of river cross section / discharge – particularly bank full level.
- ♦ Lag time data.
- ♦ Complete missing data from Fig. 2.
- ♦ Construct more gauging stations.

**Level 3 (9-10 marks)**

- (i) The candidate describes two or more appropriate additional types of data *in detail*.  
 (ii) There is *good* justification for the additional types of data selected.

The two parts of the response are well balanced.

**Level 2 (5-8 marks)**

**Either:** (i) The candidate describes two or more appropriate additional types of data *reasonably well*, and

- (ii) There is *some* justification for the additional types of data selected.

**Or:** The candidate gives an unbalanced response to (i) and (ii).

**Level 1 (1-4 marks)**

**Either:** (i) There is a *limited* description of appropriate additional types of data, **and**

- (ii) There is *little or no* justification for the additional types of data selected.

The two parts of the response are highly imbalanced **or** both are not addressed well.

**Or:** The candidate does not suggest appropriate types of data.



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RECOGNISING ACHIEVEMENT

Mark Scheme 2691  
January 2005

**Natural Hazards and Human Responses**

**1 (a) With reference to Fig. 1 consider the short and long term impacts of natural hazards in LEDCs. [20]**

- Clear understanding of the idea of 'short' and 'long' term impacts
- Impact e.g. disasters on general development plans, relative to national incomes
- Specific detail about damage to houses, industry and infrastructure
- Extent implies some degree of comparative judgement. This could be in relation to different hazards, events or places
- May link to industrial structure – focus on significance e.g. damaged agricultural sector.

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial user of the resource.

**Level 2 (5-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.

- (b) (i) **Either**  
**Discuss the view that reducing the damaging effects of natural hazards is essentially about managing human activity.** [25]
- Relationship between the location of hazards and human activity
  - Development in vulnerable areas.
  - Vulnerable areas can have strong economic possibilities
  - Different hazards have different impacts
  - Some hazards are more predictable
  - The scale of hazards varies – this makes management difficult
  - There are different approaches to management
  - Links to economic development
- (ii) **Or**  
**Consider the view that hazard frequency and impact are likely to increase in the future.** [25]
- Link between frequency and impact. Does an increase in frequency always mean an impact increase?
  - Links to management of events.
  - Variations in frequency between hazards – some may be stable, others may increase (weather hazards – global warming)
  - Links to demographic factors (population and distribution)
  - Increasing development in vulnerable areas.

**Level 5 (23-25)**

Shows a clear understanding of the question and uses locational exemplifications to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**

Shows an understanding of the question and selects appropriate locational examples to support answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**

Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11)**

Vague understanding of the question with generalised and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

**Level 1 (1-6)**

Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**Climate and Society****2 (a) Use Fig. 2 to help examine the impacts of urban development on local climate. [20]**

- Clear understanding of micro-climate/urban heat island ideas.
- Range of possible impacts which could include wind patterns, temperature and rainfall.
- Consideration of impact of size, style of urban development – focus on Fig. 2 is partly density, size, style of building.
- May consider type of land-use and relative impacts (housing/industry).
- Links to pollution etc.
- Some appreciation of relative differences between urban areas and outskirts of towns and cities.

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial use of the resource.

**Level 2 (5-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.

- Expect weather and climate for Level 4/5
- Accept counter argument (has limited effect in some cases)

- (b) (i) **Either**  
**Discuss the view that, 'Human activity is largely dictated by weather and climate.'** [25]
- Some activities are seriously affected by weather and climate.
  - Basic development link in relation to fundamental activities, i.e. agriculture.
  - Ability to modify human behaviour or physical conditions.
  - Specific individual activities related in weather and climate
  - Links to specific industry in terms of choice (regional development – tourism – Spain) and costs.
- (b) (ii) **Or**  
**Examine the possible impacts of global warming on environments and human activities.** [25]  
 - Expect both environments/human activities and links between them for L4/5

Could include	Range of human activities
• Sea level change-flooding	• Specific (Agriculture/Tourism etc.)
• Weather changes/river-flow	• General (Transport/Leisure)
• Vegetation change	

### Level 5 (23-25)

Shows a clear understanding of the question and uses locational exemplification to support a reasoned response. Answer is well structured and logical with effective presentation skills.

### Level 4 (18-22)

Shows a good understanding of the question and selects appropriate locational examples to support the answer. Generally well organised and logical and clearly presented.

### Level 3 (12-17)

Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation maybe variable.

### Level 2 (7-11)

Vague understanding of the question with generalised and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

### Level 1 (1-6)

Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**Cold Environments and Human Responses****3 (a) Use evidence from Fig. 3 to show that this area was glaciated. [20]**

- A mountain area with clear evidence that the area was affected by ice. (No prior knowledge of the specific location is expected).
- Identifies a range of features which might include; pyramidal peaks, aretes, hanging valley, 'U' shape of valley, straightened valley, ribbon lakes etc.
- Some appreciation of the erosive forces that created the landscape.
- Expect good use of the map at higher levels.

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial use of the resources.

**Level 2 (5-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.



(b) (i) **Either**  
**Consider the view that the sustainable development of cold environments must be based on a full understanding of natural systems.** [25]

- Shows an understanding of the concept of 'sustainable development'
- Shows an understanding of the fragility of cold environments
- Use of examples where cold environments have been put under pressure
- Use of examples (locational or management) where a more ecologically managed approach is used.
- Some appreciation of the economic/environmental balance of development in cold environments.

(ii) **Or**  
**Consider the view that cold environments provide opportunities for a wide range of leisure activities.** [25]  
- Cold environments are not just **activity** opportunities (Alaska/Antarctica etc.)

- Wide range of leisure activity means more than 'just' skiing
- Could include activity ideas including walking, climbing, snowboarding etc.
- Opportunities based on both winter and summer seasons
- Could include scenic holidays, walking, photography, sightseeing, appreciation of the natural landscape, whale watching, animal watching etc.

**Level 5 (23-25)**

Shows a clear understanding of the question and uses locational exemplification to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**

Shows an understanding of the question and selects appropriate locational examples to support the answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**

Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11)**

Vague understanding of the question with generalised and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

**Level 1 (1-6)**

Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**Tropical Environments and People**

**4 (a) To what extent does Fig. 4 suggest that desertification can result from human or physical factors or an interplay between them? [20]**

- Clear appreciation of what is meant by desertification
- Shows understanding of the physical and human influences
- Appreciation of the complex relationship between human and physical influences.
- Consideration that relative importances of influences varies in time and space. (May use examples to express this).

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial use of the resource.

**Level 2 (6-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR uses own ideas/examples to address the question with only superficial user of the resource.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.

**(b) (i) Either**

**Consider the view that sustainable development in tropical areas must be based on a full understanding of natural systems. [25]**

- Shows an understanding of the concept of 'sustainable development'
- Shows an understanding of the fragility of tropical areas.
- Use of examples where tropical areas have been put under pressure.
- Use of examples (locational or management) where a more ecologically managed approach is used.
- Some appreciation of the economic/environmental balance of development in tropical environments.

**(ii) Or**

**Why do tropical environments have distinctive physical characteristics?[25]**

- Environment(s) implies more than one
- Expect candidates to go beyond description of environments
- Clear understanding of ecosystems with an understanding of how
  - climate
  - soil
  - flora and fauna – relate to each other.
- Narrow focus – climate in relation to simple desert/rainforest – L3
- Expect detail of characteristics and reasons for L4/5.

**Level 5 (23-25)**

Shows a clear understanding of the question and uses locational exemplification to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**

Shows a good understanding of the question and selects appropriate locational examples to support the answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**

Shows an awareness of the question and some locational exemplification, although argument might be vague and disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11)**

Vague understanding of the question with generalisation and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

**Level 1 (1-6)**

Very little understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**Food Supply – Management and Change**

**5 (a) To what extent does Fig. 5 illustrate the role of large companies in agribusiness? [20]**

- Uses Fig. 5 to consider relative economic impact of industry.
- Some appreciation of value added throughout the operation and when most 'value added' is earned.
- Consider relative income at different stages of the process
- Consideration of the chain of influence and the relative power of marketing companies/buyers over producers.

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial use of the resource.

**Level 2 (5-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.

- (b) (i) **Either**  
**To what extent do food supplies currently meet world demand?** [25]
- Global perspective of food supply – simple understanding of plenty
  - Understanding of spatial differences (under nutrition/over nutrition)
  - Link in to problems of distribution
  - Other factors affecting supply which might include political decisions/war/economic circumstances/environmental factors.
- (ii) **Or**  
**Evaluate the ways in which one LEDC is attempting to achieve food security.** [25]
- 'Evaluate' implies making individual or comparative judgements
  - One **LEDC** should be stated
  - What is 'food security':
    - adequate diets
    - range of food
    - long-term sustainability/links to development
  - 'How' could be in relation to:
    - Agricultural Developments
    - Comparative advantage – cash cropping
    - Green Revolution ideas
    - Increased technology
  - 'How' could also be linked to economic development giving the opportunity to buy more food
  - Links to trade agreements.

**Level 5 (23-25)**

Shows a clear understanding of the question and uses locational exemplifications to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**

Shows an understanding of the question and selects appropriate locational examples to support answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**

Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11)**

Vague understanding of the question with generalised and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

**Level 1 (1-6)**

Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**Changing Urban Places****6 (a) To what extent are poor quality housing areas such as those in Fig. 6, 'slums of hope or slums of despair?' [20]**

- Identifies elements of 'hope' in relation to:
  - permanent housing
  - access to facilities
  - job possibilities
  - community support
  - improved incomes
  
- Identifies elements of 'despair' in relation to:
  - housing quality
  - general conditions
  - crime and security
  - environmental conditions
  
- Considers position relative to other situations:
  - A clear LEDC perspective.

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial user of the resource.

**Level 2 (5-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.

- (b) (i) **Either**  
**Discuss the ways that one MEDC city is attempting to manage the problems associated with urban change.** [25]
- One MEDC only should be named.
  - Clear identification of management strategies linked to problems
  - Problems highlighted as Social, Economic and Environmental – expect range for higher marks.
    - Social - health/education/segregation/poor housing/poor facilities/lack of opportunities/crime/vandalism etc.
    - Economic - jobs/job security/opportunities/training/infrastructure etc.
    - Environmental – pollution (air/water)/vandalism/lack of play space/open areas/dereliction/housing availability etc.
  - Do not expect every problem to be considered for L5.
- (ii) **Or**  
**Discuss the view that the development of an effective transport system is the key to sustainability in urban areas.** [25]
- ‘Discuss’ implies that responses will go beyond descriptions of transport management.
  - The problems of congestion and pollution will be identified as important considerations in relation to sustainability.
  - ‘Sustainable’ implies a balanced appreciation of social, economic and environmental factors
  - At higher levels, L4/5 expect some discussion about the broad impact of transport and other factors.

**Level 5 (23-25)**

Shows a clear understanding of the question and uses locational exemplification to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**

Shows an understanding of the question and selects appropriate locational examples to support the answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**

Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11 marks)**

Vague understanding of the question with generalised and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

**Level 1 (1-6 marks)**

Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**Leisure and Tourism**

- 7 (a) **To what extent does Fig. 7 show conflict between economic development and the environment in areas of high density tourism?** [20]
- Clear understanding of what the 'economic/environment conflict' actually means. (Expect clear understanding for L4/5)
  - Uses Fig. 7 to identify environmental pressures such as building, land-use change, water and sewage management pressures.
  - Consideration of both short and long term job possibilities/ local incomes
  - Primary and multiplier jobs – development of infrastructure
  - Some appreciation of saturation/sustainability.
  - Some appreciation of part played by tourism in economic development

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial use of the resource.

**Level 2 (5-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.



- (b) (i) **Either**  
**To what extent does tourism exploit host countries?** [25]
- Understanding of the idea of exploitation. It could be:
    - Social
    - Cultural
    - Economic
    - Environmental
  - Could be related to either LEDC or MEDC
  - Explores the balance between exploitation and economic gain
  - Use of examples to explain exploitation
  - Expect a greater balance for higher levels.
- (ii) **Or**  
**Discuss the view that tourism can be very important to rural economies.** [25]
- Rural economics could be considered in a range of environments, including LEDC or MEDC.
  - Possible examples might include:
    - National Parks (Global)
    - Remote rural areas (Scotland/S W England)
    - Isolated areas almost anywhere
  - Important in a range of ways:
    - Direct economic/Indirect economic
    - Infrastructural/Facility development
    - Social
    - In terms of environmental management.

**Level 5 (23-25)**

Shows a clear understanding of the question and uses locational exemplifications to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**

Shows an understanding of the question and selects appropriate locational examples to support answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**

Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11)**

Vague understanding of the question with generalised and simplistic observations. Locational exemplification limited to general points which lack a clear focus on the question. Some basic structure, although weakness in presentation apparent.

**Level 1 (1-6)**

Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**The Globalisation of Economic Activity**

**8 (a) Use Fig. 8 to consider the issues and implications associated with global economic change. [20]**

- Issues are not just negative or positive points
- Appreciation of what is meant by globalisation
- Consideration of potential job losses in some areas
- Consideration of potential job gains in other areas
- ‘Knock-on’ effects of job gains and losses
- Business opportunities created by increased communications
- Increased consideration of labour costs as a locational factor in a tertiary based economic world.
- Issues of trade and political relationships.

**Level 5 (18-20)**

Uses the resource effectively by identifying key points which are clearly linked to the question. Applies original ideas or examples to illustrate a clear understanding of the question.

**Level 4 (14-17)**

Uses the resource appropriately to address the key ideas of the question. Brings in some original ideas or examples to develop an understanding of the question.

**Level 3 (9-13)**

Extracts information from the resource and applies it to the question in a general way OR uses own ideas/examples to address the question with only superficial user of the resource.

**Level 2 (5-8)**

Considers the question in a simplistic, descriptive way by using a limited number of points from the resource OR very general, vague individual ideas/examples.

**Level 1 (1-4)**

Vague ideas which show very limited understanding of the question.

- (b) (i) **Either**  
**'Political decisions play a significant part in attracting investment to a country.'** Discuss. [25]
- Consideration of the part played by political development decisions – Special Areas etc.
  - Broader understanding of links used to encourage development. Might include:
    - Aid deals
    - Trade deals
    - Political arrangements
  - Part played by historical agreements
  - Part played by trade groupings
  - Political security/stability might encourage foreign investments.
- (ii) **Or**  
**Evaluate the role of transnational corporations in the development of LEDCs.** [25]
- 'Evaluate' implies a judgement about relative impact beyond a description of effects.
  - The 'role' can be seen as a positive in relation to development or a negative in exercising power to control development.
  - Use of examples to consider the types/range of transnationals in specific areas.
  - Links to rapid development in N.I.C.s
  - Range of possible advantages which might include:
    - Jobs – direct/indirect
    - Infrastructural development
    - Education/Training
    - Earning export finance
    - Use of resources/linked industry.

**Level 5 (23-25)**

Shows a clear understanding of the question and uses locational exemplifications to support a reasoned response. Answer is well structured and logical with effective presentation skills.

**Level 4 (18-22)**

Shows an understanding of the question and selects appropriate locational examples to support answer. Generally well organised and logical and clearly presented.

**Level 3 (12-17)**

Shows an awareness of the question and some locational exemplification, although argument might be vague or disjointed. Some evidence of structure, although presentation may be variable.

**Level 2 (7-11)**

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**Level 1 (1-6)**

Very limited understanding of the question and vague general knowledge used to support ideas. Poorly organised and presented with a lack of structure.

**GEOGRAPHY B (7833)****2691 - Issues in the Environment**

	<b>Question</b>	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>A04</b>	<b>Total</b>
<b>CANDIDATES ATTEMPT ONE QUESTION</b>	1(a)	8	3	3	6	<b>20</b>
	(b)	13	6	6		<b>25</b>
	2(a)	8	3	3	6	<b>20</b>
	(b)	13	6	6		<b>25</b>
	3(a)	8	3	3	6	<b>20</b>
	(b)	13	6	6		<b>25</b>
	4(a)	8	3	3	6	<b>20</b>
	(b)	13	6	6		<b>25</b>
<b>CANDIDATES ATTEMPT ONE QUESTION</b>	5(a)	8	3	3	6	<b>20</b>
	(b)	16	6	3		<b>25</b>
	6(a)	8	3	3	6	<b>20</b>
	(b)	16	6	3		<b>25</b>
	7(a)	8	3	3	6	<b>20</b>
	(b)	16	6	3		<b>25</b>
	8(a)	8	3	3	6	<b>20</b>
	(b)	16	6	3		<b>25</b>
		<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>A04</b>	
		<b>(45)</b>	<b>(18)</b>	<b>(15)</b>	<b>(12)</b>	<b>TOTAL 90</b>
		<b>KNOWLEDGE</b>	<b>UNDERSTANDING</b>	<b>APPLICATION of UNDERSTANDING</b>	<b>SKILLS and TECHNIQUES</b>	





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RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS  
January 2005

**Chief Examiners Report**

The OCR Advanced Subsidiary GCE Geography B specification attempts to provide a coherent course in geography and a solid foundation for further study at A2. The philosophy of the specification is essentially about understanding how physical and human systems operate in order to consider how they might be managed in a sustainable way. As such, the use of contemporary examples is important in considering future geographical challenges.

The January 2005 examinations were sat by a significant number of candidates in all the available units. (This was the first cycle where Unit 2692 was not available).

There were a significant number of re-sit candidates in some of the units and it was evident that an appreciable proportion of these candidates improved their performance.

Principal Examiners have expressed the view that students were generally well prepared in terms of both the subject content and examination technique. Standards appear to be consistent across the units with marginal improvements in some areas and slightly fewer very poor responses.

Very few candidates aggregated their marks in order to claim a final grade in this cycle.

The following sections give a more detailed breakdown of the individual units.



## **2687 Physical Systems and Their Management**

### **General Comments**

The examination was considered appropriate for AS level candidates and almost a full range of marks was achieved. There was still some imbalance in the choices in Section A with just over half the candidates choosing to answer the question on Atmospheric Systems but three quarters answering the Landform and Coastal Systems questions, the most popular being the latter. Candidates should be encouraged to look at the whole balance of the Specification, including the headings to each module and study section. Care should be taken by A2 candidates who may be re-sitting their AS module that their more recent studies of topics such as Natural Hazards are not used in place of their AS case studies; they are rarely appropriate. Better candidates can demonstrate a synthesis and overview of the physical systems studied. This ability to see the whole picture of any of the physical systems, to understand how the processes interact, and then to appreciate the impact of management upon the system is the quality that characterises the good candidate.

### **Section A**

The format of each question is the same as in previous examinations and as in the complementary Human Systems module. There is a choice of two from three questions, one on each of the three study units. A resource provides stimulus material and data for parts (a) and (b) to show understanding and skills in different contexts while part (c) requires greater use of knowledge. Parts (a) and (b) have 9 marks each, while part (c) has 12 marks.

### **Section B**

In this longer essay section there is a choice of one from two questions that seek to combine elements of all three physical units, to show the ability to synthesise knowledge and understanding of all aspects of physical geography. There is space in the answer booklet to plan this more demanding task, worth 30 marks, and once again it was evident that the candidates who planned carefully were able to construct a more logical essay that fulfilled the requirements of the question.

There was no evidence of shortage of time, and few rubric errors, although a few candidates failed to complete all sections of some questions. It is advised that the following comments are read in conjunction with the mark scheme.

### **Comments on Individual Questions**

#### **Section A**

##### **1. Atmospheric Systems and People**

(a) Study Figs 1a, 1b and 1c. Compare and contrast the climates represented by the graphs. [9]

Good answers made clear reference to figures from the graphs for both temperature and precipitation, recognising seasonal patterns and range. Comparisons such as similar figures for July maxima and differences such as annual rainfall patterns were required, but no reasons were needed. Candidates need to be able to recognise that the questions are carefully worded to ensure only relevant material is included. If the whole question is read, it should be clear, as in this case, that reasons are required in part (b).

*Both areas have fairly hot summers (about 17°C) and then colder winters. London experiences lows of 3°C in December and January but this is nowhere near as cold as Moscow at -9°C.*

*Britain's climate is very changeable. I can see that clearly by looking at Fig. 1a. London is never too cold in winter but never too warm in summer. This is known as the maritime effect and only occurs in an island nation.*

The first gets straight to the point and uses accurate figures. The second begins to explain without establishing clear contrasts or comparisons.

(b) Suggest reasons why there are differences in precipitation between the two places. [9]

Now the reasons are required. Again, to use the candidate's time effectively, only reasons for the precipitation patterns are required, yet a number of candidates included temperature; a few seemed not to know the difference. As stated in the mark scheme (and the Specification) knowledge of continental and maritime effects was expected. There were some very basic misunderstandings such as 'precipitation is rare because any moisture falls as snow'. There was also confusion over latitude and longitude. Yet good candidates could identify the main reason immediately:

*The difference in precipitation is due to continentality. The maritime effect gives London a higher precipitation rate, while Moscow is in the centre of the continent where high summer temperatures cause convectional rain.*

The candidate goes on to further explain the reasons, including differences in air mass sources and shows real understanding.

(c) Show how climatic factors affect the climax vegetation of a named region of Europe outside the British Isles. [12]

There was good knowledge demonstrated by many candidates in response to this question, with names of trees and shrubs given and accurately shown to be adapted to the climate. Taiga was a spelling challenge for many! It would also benefit candidates if they could learn a few climatic facts and figures when studying their chosen climatic regions which would gain the top level marks. Weaker candidates tended to rely on vague memories of Mediterranean studies.

*Vegitation in the area has adapted in certain ways such as specifically designed leaves to gather precipitation as well as long roots which are able to gain remaining nutrients from the ground during dry spells such as the Mediterranean summer. (Spelling is the candidates'.)*

This answer is on the right track, but lacks specific detail and accuracy.

## 2. Landform Systems and People

(a) Study Figs 2a and 2b. Describe the differences between the flow duration curves. [9]

Flow duration curves appear in the Specification, and an explanation was included to aid understanding of the use of the tool that helps to display hydrographic records. The question simply calls for a description of the curves to demonstrate their differences, yet many candidates tried to explain them.

*River x has a low discharge this could be a difference in rock type it might be permeable the soil type may be very dry so water flows at a low level. The snow melt may be slow.*

This candidate needed to read the question more carefully. The graphs are different in scale and shape which can be illustrated by quoting figures from the graphs.

(b) Study Fig. 2c. Use evidence from the map to suggest reasons why the flows of the rivers X and Y vary. [9]

Further evidence was provided by the hydrographs to help the interpretation of the basic geology map. There was good knowledge of permeable and impermeable rocks, but little further interpretation of the map apart from ideas such as the wetter west of the UK and steeper slopes adding to the flashier response of river Y. The two river basins were chosen to be as close in catchment area and discharge as possible.

(c) For a named drainage basin, explain how the system has been modified by human activity. [12]

Candidates should be aware that any answers that specifically require named examples cannot progress beyond Level 1 if no genuine example is given. Many candidates had learnt case studies well, either of local rivers, or text book studies of the Mississippi. For example:

*Mississippi River is one of the most heavily managed rivers in the World. Construction on the floodplain has been unavoidable as the area is very fertile and therefore attractive to farmers. Deforestation has also occurred to make room for more settlements on the floodplain. (The answer could have been improved here by the mention of some towns.) The size of the channel has been decreased... (examples of methods are given) which has led to an increase in the risk of flooding.*

The candidate is beginning to address the modification of the system rather than just describe management techniques and can thus reach the higher levels.

**3. Coastal Systems and People**

This was the most popular question. It still provided a full range of marks

(a) Study Fig.3a. Suggest how the coastal defences at Beesands protect this area. Why are they necessary? [9]

Most candidates were able to answer this well, recognizing the different types of defence shown and giving valid reasons for their presence.

*The coastal defences at Beesands include a concave sea wall to try and prevent the powerful effects of wave action to erode the coast. The beach and large rocks are designed to dissipate the waves' energy and the wall to absorb the rest. They are necessary to prevent the sea damaging the houses, roads and infrastructure present at Beesands.*

Continuing in this vein, simply stating what can be seen in the photograph and demonstrating understanding of the need for the protection measures can easily gain full marks.

(b) Study Fig. 3b. Explain possible effects of sand and gravel extraction on the coastal sediment system in this area. [9]

It was interesting that a number of candidates saw only the offshore shingle bank and made no comment about the beach. Few recognised the importance of the term 'sediment system' but there were some ingenious ideas about the interaction of the ebb and flow currents. The third Key Idea and Concept requires coastal sand and gravel extraction to be studied, but a few candidates confused the term extraction with erosion.

*This local system is naturally balanced ... More sand and gravel extraction would have significant negative consequences because, without being fed by deposition, beaches, the most important form of sea defence and energy absorption, will be reduced in size and the coast will be eroded more rapidly.*

A good answer like this, with a little further development using evidence from the map soon reaches Level 3.

(c) Why is management of sand dunes necessary in some areas and how is it achieved? Use a named example to illustrate your answer. [12]

Those who had studied an example of a sand dune area provided excellent answers about the fragility of the system and how management operates. As with questions 1c and 3c, only a maximum of Level 1, 5 marks, can be given if a recognisably named example is not given. There were some interesting spellings, particularly of Welsh examples. As the third of the Places, Environments and Scales for Study, this was a straightforward question for those who had revised. There were also some diagrams, always a useful technique that can quickly accumulate marks when used appropriately. Weaker answers gave ideas why sand dunes are important, even why they are threatened, but did not know any detail of how they are managed.

## Section B

4. Physical systems (atmospheric, landform and coastal) all interact. Illustrate these interactions by referring to one or more areas you have studied. [30]

Question 4 was more popular than question 5, but gained a lower average mark. It was particularly evident in this question that candidates were not differentiating between their AS and A2 studies, and used case studies from the Natural Hazards and Human Responses module inappropriately. This candidate is beginning to develop a suitable answer:

*The Dorset coast has been affected by physical systems such as atmospheric, polar continental and polar maritime air masses bring windy and wet conditions which therefore disturb the seas, the waves are larger and more powerful, the spit and fetch are greater.*

There is a little confusion in terms and an incorrect choice of relevant air mass, but the basic idea of interaction can be seen. A less successful answer, while beginning sensibly by re-using the words of the question, continues:

*Japan has many of these factors that effect this country that has multiple hazards. Also Mexico city has many atmospheric and landform factors that affect the city.*

This essay continued to be completely off the point, and showed no understanding of the significance of the three physical systems that had been studied for this module. More successful candidates made this understanding clear:

*Atmospheric systems rely upon water evaporated from rivers, lakes and sea. However after the water has been evaporated and atmospheric processes have taken place rain will fall and the water will act upon the landforms.*

Developing these ideas further and giving named examples of landforms, both fluvial and coastal, would soon reach Level 4.

5. In the future, the availability of water resources in the UK may rely on reducing demand and improving supply. Explain, with reference to one or more named areas, how this might be managed. [30]

The final Places, Environments and Scales for Study together with the sixth Key Idea and Concept provided the basis for this question, which could be taught in conjunction with Landform Systems and catchment management. There was evidence that some candidates had begun their Issues in Sustainable Development module, looking at fresh water supplies, and indeed this section of the Specification leads well into the A2 synoptic paper. More candidates showed good understanding in this question, with a paragraph such as:

*The area of greatest supply of water is the Northwest. Unfortunately, the population is not distributed evenly – population is much higher in the South and East of the country. In the past it was possible to supply these areas naturally. For example, as late as Victorian times, Nottingham was supplied by pumped bore holes which tapped the aquifer running beneath the city. Today, Nottingham is supplied by Derwent reservoir.*

The structure of the essay, helped by a few minutes spent planning, adds to the probability of gaining good marks.

Candidates should be given practice in this extended writing, as the longer essay gives the examiner the opportunity to assess the quality of written communication to a greater degree than the shorter answers. Fluent use of geographical terminology, the logical structure of the essay, and the ability to draw together elements from all three of the study units of the Specification fulfil the requirement to synthesise knowledge throughout the AS course, and provide a good foundation for the higher level skills required in the synoptic paper at A2. It also provides confirmation of progression beyond GCSE in both knowledge and understanding of the subject.

Evident in this session was a lack of revision by some candidates as if they were relying on work done some time ago. There were further clues in their use of material taken from their A2 studies which was not relevant to the questions asked. Those who had revised well and thought carefully about the question wrote answers which were a pleasure to read and reflect the good teaching that is evident in many Centres.

**2688/01 Human Systems and their Management**

**General Comments**

The number of candidates entered was considerably smaller than for the January 2004 session. Despite this, there was still a wide range of responses, with few in the very low or high mark ranges.

The range of abilities tested was very similar to that of previous sessions of this examination, ranging from informed description in a geographical context, usually based on resources provided, through explanation based mainly on recalled knowledge, up to high order organisation of material to weigh evidence to support judgements.

The use of sketch maps and diagrams was not common. Once again it is worth noting that both sketch maps and diagrams will be well rewarded if they contribute to the answer. One exception, noted by one Examiner, was a good, well annotated, map of Sheffield that illustrated segregation in Question 4. It is pleasing to see that case study material is drawn from a wider range than in earlier years. Despite this, MEDC examples from the EU were still rare.

The structure of the paper remained the same as in previous sessions. In Section A candidates had to answer two questions from three. There was one question from each of the three sub-sections from the 'Human Systems and their Management' unit. Each Section A question was comparable in format. Section B questions required candidates to draw from more than one of the units. For further detail on this structure, please refer to reports for Winter or Summer 2003.

For the relatively small entry there were quite a number of rubric errors. They were confined to two Centres with more than one instance in each. These were all cases where the candidate answered all three Section A questions. As usual, all were marked, but only the two with the highest scores were credited to the total.

In all Section A, parts (a), the command is likely to be describe or compare. As has been noted before, a number of candidates put a good deal of explanation in here that could gain no credit. Parts (b) are likely to require some explanation. The same candidates, having explained in (a), often failed to repeat their explanation, so failing to get the part (b) credit, and gaining little credit overall.

English expression was generally sound. There were only a few candidates with exceptionally clear use of language. On the other hand, there were a few candidates with very poor expression. When it did occur, it was a real handicap to the answers.

## **Comments on Individual Questions**

### **Question 1**

- (a) *With the aid of Fig. 1, describe the distribution of areas receiving economic assistance within Great Britain.* [9 marks]

Most candidates scored in the upper Level 2 and Level 3 range for this answer. It was pleasing to see good place knowledge of regions within Britain. The best answers dealt with the whole distribution and both tiers. For example, one good answer included, *'The higher level of support is mainly in the west in Cornwall, western Wales, and Merseyside, with one exception in South Yorkshire which has lower level support in small areas north and south of it.'* Only a few answers fell into Level 1. This was usually the result of only a very partial coverage, or one that was superficial, e.g. *'Many areas are receiving economic assistance including Cornwall, Wales, Midlands and parts of Scotland.'*, with little else added. Better answers often contained distribution words such as 'belt', 'patches', 'scattered', 'isolated', 'proportion' etc.

- (b) *Explain how government policies have stimulated economic growth in areas within the UK.* [9 marks]

This produced a number of very good answers. These showed good detail of the policies, and demonstrated the economic growth. In almost all these cases there was place specific, accurate information. With this, candidates found the explanatory part fairly easy. Lower marks resulted from accurate but vague statements, e.g. *'In Wales government help has created lots of jobs.'* Better answers included such as *'Money was paid to firms who took on people who were on the unemployment register. This encouraged Honda to locate here and new firms set up to supply them with components.'*

- (c) *With reference to one LEDC, outline the social issues that may arise from economic change.* [12 marks]

Once again, there were only a few very good answers to this question. Those made the economic change very clear. With many weaker responses, it was often unclear what economic change had taken place. These answers often contained few social issues, or discussed them in only very general terms. One or two candidates answered from a MEDC example. One Level 2 answer was not very clear on economic change, *'SE Brazil has most of the economic activity of Brazil with a large port and many businesses and job opportunities.'* The answer improved with reference to migration and good detail on the consequences, *'The sheer number of people outstrips the housing supply and puts enormous strain on the existing sanitation and water supply. This leads to unplanned shacks which have no water or sewage and lead to outbreaks of disease.'*

### **Question 2**

- (a) *Describe the ways in which governments have tried to improve service provision in LEDCs.* [9 marks]

In this case the description was not based on the resource. Only a few candidates had good knowledge of any improvements of service provision. Those who did



could easily achieve full marks, e.g. *'In Rio de Janeiro, the Bairro Project was set up by the government to improve the favelas. Roads were paved and widened to give access to emergency services and ...'*. There were a considerable number of candidates who had only superficial knowledge, for example *'If more money is ploughed into the economy of an LEDC then more could be spent on them gaining such a provision as the NHS in the UK.'*

(b) Use Fig. 2 to help explain why there is controversy over the future of green belts within the UK. [9 marks]

This was the best answered part of Question 2. The amount of information given allowed candidates to support both sides of an argument with which they seemed quite familiar. Only a few weak answers were given. These generally repeated phrases from the resource without really identifying any controversy. Good Level 2 answers showed that there were two interest groups and Level 3 answers showed that the concerns of these groups conflicted.

(c) In what ways are UK urban planning issues similar to those experienced in an urban area located in another MEDC? [12 marks]

There were few good answers to this part of the question. The main reason was that not many candidates had much knowledge of urban planning in another MEDC. A few had some knowledge of American cities in general, and an even smaller number had some specific information relating to Paris. Some candidates had a fairly sound knowledge of planning issues in the UK and in some LEDCs, and made a comparison between these. Whilst some sound credit could be gained in this way, it did not meet the requirements of the question sufficiently to allow Level 3 marks. One or two weak answers just continued (b) a little further, then stated the same thing occurred elsewhere.

### **Question 3**

(a) Describe how the Human Development Index (HDI) reflects the level of development shown by the other indices shown in Fig. 3. [9 marks]

Most candidates scored well here. Many candidates noted that HDI and the other indices all placed Bangladesh in a low status. Those gaining high scores also noted that there was a mismatch between HDI and the other indices at the high end between Singapore and the UK. Very few commented on the exaggeration that the other indices produced in comparison to HDI, but this was not a requirement for full marks.

(b) With reference to examples, explain why countries experiencing rapid population growth often have a low HDI score. [9 marks]

This too was quite well answered. High marks were achieved when candidates illustrated the impact of rapid population growth on wealth and the consequent effect on both health and education. *'The extra people are all children who don't work. The same money is shared by more people. All the children have to go to school.'* The weakest part of most answers was poor reference to actual places. Good exemplification of the indices themselves allowed Level 3 marks to be achieved, but few candidates made much reference to the experience of countries, usually just providing the name. A few weaker candidates tended to argue that low

HDI is found in LEDCs and they have low development so it follows that they have a low HDI score.

- (c) *Describe and explain the impact that economic opportunity and prosperity have had on fertility and mortality in one or more countries that you have studied.* [12 marks]

Quite a few candidates achieved very high marks here. These candidates clearly identified an economic opportunity leading to prosperity and demonstrated a clear link with births and deaths. There were several ways in which some other candidates did not do this. Some just did not identify an economic opportunity or increase in prosperity. Others dealt very well with, usually, fertility, but then did not continue the answer to cover mortality. The most common response was to take increased opportunity for female employment and reason its impact on child bearing. 'Women in MEDC are now allowed to have jobs and have no time for families.' With high scoring candidates writing, for example, 'In USA as people have become wealthy they have had spare money to spend on medical insurance. They can then get early treatment before diseases become serious.' Other high-scoring candidates noted how prosperity could lead to high fat diets increasing the risk of early death. It was pleasing to see that few candidates produced very weak answers here, and Level 1 marks were uncommon.

## **Section B**

### **Question 4**

*How far do you agree that segregation in cities is inevitable?  
Using examples, make your reasons clear.* [30 marks]

This was the less popular of the Section B questions. The answers tended to be rather polarised. Well-informed candidates found it relatively easy to catalogue examples of segregation. If they were able to do this, they could usually use the information to support arguments related to the degree of inevitability in each instance. Several candidates developed sound answers from a range of types of segregation. Most included cultural grounds for segregation, but often included perceptive points related, for example, to income or age. Others developed cultural points well, illustrating the role of language and/or religion. At the other extreme, a few candidates selected the question with very little knowledge and wrote answers that contained only the most general of points, almost always related to racial/ethnic segregation. These were not usually supported by examples.

### **Question 5**

*'Optimum population is difficult to achieve.'  
Using examples, explain why underpopulation and overpopulation may occur.* [30 marks]

This was the more popular of the Section B questions. Answers at all levels were seen, with the majority falling within Levels 3 and 4. Very few Level 1 answers were seen. These usually contained general material that was unlocated, and were ultra simple in their content. Answers that did not reach Level 5, but were nonetheless good responses, often shifted the focus of the answer. Some candidates answered as if the question were why some populations are large and others small. Other candidates answered as if it were why some populations grow quickly whilst others

only slowly. Whilst both lines of reasoning could lead eventually to a full answer, some consideration of the relationship to resources was needed. Some candidates mentioned resource relationships early in their answers, but did not return to the point after some good development on growth or size. It was pleasing to see quite a good amount of accurate, place specific reference here. Some sound Level 5 answers were seen where candidates illustrated how populations could either stretch resources, or be insufficient to make the most of them. Some excellent answers illustrated that it is not a static state of affairs, and that changes in population, resources or technology can alter the balance.

## **2689 Geographical Investigation 1**

### **General Comments**

The overall standard of the paper demonstrated a marked improvement upon January 2004 and a small improvement on June 2004, the latter being particularly pleasing given the number of resit Candidates. Whilst Centres are building upon their knowledge of the paper, where there is no choice (Question 4) Candidates are rising to the challenge of a different format and content of the question; however, where there is a choice (Questions 1 to 3), most Candidates opt for a question that is familiar – but this does not mean that the responses are any better than those for questions with a new content.

### **The Report**

**Length of Report:** There were few rubric infringements, reflecting the increased word limit of 1,500 permitted since May 2003. Those Candidates that substantially exceeded the word limit were penalised under the guidelines given in Hypothesis, Design and Presentation that Reports of excessive length will not enter Level 3.

**Supporting figures:** About two pages of relevant figures in support of the text is required; in order to demonstrate the Candidate's skill in presenting the most appropriate data in the most appropriate formats that enable like for like variables to be compared readily on the same page – there is little or no benefit from presenting the same data in several ways. Figures should not be photocopied and reduced in size in order to continue to submit excessive quantities of data.

*NB: the guidelines for the length of Report and supporting figures have been in place for at least 3 years and should be carefully noted by all Centres. In addition, the inclusion of raw data such as field notes and completed questionnaires is not required. However, guidelines for assessing, e.g. environmental impact, could usefully be appended.*

**Content:** Data collection and analysis should relate to the aims and hypotheses that the Candidate has proposed at the beginning of the Report. Average and good Candidates now produce little irrelevant material. There was a balance between physical and human investigation topics, encompassing a variety of subjects. Nearly all were field centre or Centre led.

**Save a copy of the Report:** Candidates should keep a soft and hard copy of their Report (or photocopy if hand written) in case they wish to use this as the basis for re-sitting the examination.

**Benefiting from experience:** If re-sitting, it is a good opportunity for Candidates to improve the Report submitted or even to submit a new one based on a different topic or improved data collection.

## **The Written Examination**

Most candidates used their Reports constructively in order to answer Question 1/2/3 with less repetition of material than previously (except for lower ability candidates or some who had carried out in the Report very comprehensive evaluation of errors and improvements to their investigations). In most cases the response to Question 1/2/3 was a good discriminator showing those who had clearly understood the programme of work leading to the Report, as opposed to those mechanically following instructions.

The objective of Question 4 was to elicit candidate's understanding of the data management and requirements as part of large scale projects, for which the data collection would be beyond the scope of an AS investigation, but the data would need to be collated using techniques appropriate for any scale of project. candidate understanding of flood management is part of Specification B at AS level, which all candidates are expected to study. Differentiation in the answers was achieved through the knowledge of appropriate data presentation techniques and awareness of factors affecting flooding. Nearly all candidates referred directly to the data supplied. No candidates completely misunderstood the question.

All candidates attempted all parts of the paper and followed the rubric. Very few appeared to mismanage the time available.

Consistency of quality between questions was higher than in previous years, particularly for intermediate and high quality candidates. The candidates' overall standard was noticeably higher than January 2004. Differences in the quality of responses reflected the nature of the schools' catchments and differences in teaching and coverage of material.

## **The Report**

Nearly all the comments regarding the Report have been made for previous examinations. Many candidates have the potential to benefit substantially by addressing these issues outlined below, many of which are simple to act upon.

Nearly all Centres stated how they had assisted the candidates, usually in terms of selecting the general topic, study location and sampling points. candidates were given responsibility for developing the methodology for planning, undertaking and delivering the analysis in the Report. There was sufficient differentiation between candidates at all Centres to suggest that an appropriate level of support had been offered to candidates.

### **1) Coursework Cover Sheet CCS205**

- (a) Cover Sheet GCW024 was replaced by CCS205 in September 2004: not all Centres used the revised sheet.
- (b) A Cover Sheet was used by most Centres. The context of the studies, the conduct of group work and any special circumstances relating to the conduct of the study were usually identified, providing useful supporting information.
- (c) Centres should ensure that the following information is provided:

- The number of words in the Report should be entered and should be given to the nearest 20. Titles and headings are excluded from the word count.
- The Reports are signed and dated individually, i.e. not photocopied, by a member of staff at the Centre.

## **2) Authentication Sheet CCS160**

The Authentication Sheet was introduced in November 2003, and a substantial number of Centres are not yet using it.

## **3) Overall performance**

- (a) The vast majority of Candidates entered Level 2; fewer candidates fell in Level 1 compared to January and May 2004, whilst more entered Level 3.
- (b) There were very few Candidate driven Reports. These tend to be less robust than Centre led Reports, which is to be expected at AS level, for which the Reports do represent a substantial development from GCSE in terms of independent thinking regarding analysis and evaluation of outcomes.

## **4) Presentation**

- (a) The **standard** of presentation in the Reports was generally good, although there is still a wide range in the standard. Good characteristics are:
  - Easy to read text.
  - Use of the third person rather than the first person.
  - The sheets are in the **order** in which they should be read. Use **page numbering**.
  - Cross-reference** the figures and tables at the appropriate place in the text.
- (b) The use of **excessive text** describing data collection and the evaluation of the method in a tabular format can attract a penalty against entering Level 2 if the word count rubric is not adhered to. However, this technique is highly effective when used judiciously.
- (c) The recommendation for two pages of **supporting material** was still not adhered to by a substantial proportion of candidates. The figures should:
  - (i) Provide evidence of the data collected.
  - (ii) Specifically relate to the stated aims and hypotheses of the investigation.
  - (iii) Show an awareness of appropriate methods of representing data, e.g.:
    - One large scale map extract should show the location of the investigation.

- Insert figures/tables at the appropriate place within the text so that it complements rather than detracts from the text.
  - Do not photocopy and reduce the size of figures in order to put in more information in the recommended space: this leads to loss of quality in information.
  - Do not have one type of graph per page, making it difficult to compare like for like variables.
  - Do not use more than one technique to present the same data.
- (d) Whilst **word processing skills** continue to improve, **proof reading** must not be neglected. In a few cases the standard of English was weak.

### **5) Length**

- (a) The stated length of Reports was seldom above 1,700 words, demonstrating an improvement on previous years. It is important that the word count is adhered to and an accurate word count is supplied. This promotes equity for all candidates. It should also encourage the candidate to think carefully about how best to use the word resource.
- (b) As noted in 4)(b), the use of tables to describe and evaluate data collection may be used to “save words” – but such tables will be regarded as part of the word count.

### **6) Format**

Nearly all candidates used a recognisable format based upon the Specification: introduction, aims and/or hypothesis, data collection, analysis, and evaluation. The essay style approach without headings was used by few candidates, for whom the structure of the Report was often more difficult to understand and the content was less methodical.

### **7) Content**

- (a) The **subject matter** of Reports was nearly always appropriate. At AS level candidates have not covered a great variety of topics. Physical studies such as rivers and coasts continue to be popular.
- (b) Many Reports continue to be poorly located. It is important to provide a short, balanced **introduction** summarising the context of the study: (i) indicate where the study is based; (ii) something about the study area; and (iii) state why it was selected.
- (c) The **aims** were given in nearly all Reports, but in some cases the **hypothesis** is not given or it is not clearly linked to the aims. A simple hypothesis demonstrates an understanding of what is expected to happen, according to theoretical knowledge, e.g. the velocity of a river will increase downstream; larger shopping centres have a greater sphere of influence. Additional justification can be given here. Expectations presented here can be used to explain the results later in the Report. The purpose of the null and alternative hypothesis continues to be misunderstood. Furthermore, whilst useful, they do not have to be stated. *The null*

*hypothesis should state that there is not a relationship expected between two variables, whilst the alternative hypothesis should state that a relationship is expected, and preferably indicate the direction/nature of this expected relationship.*

**All relationships to be analysed should be stated clearly** in this section.

One or two hypotheses are adequate. Highly diverse and/or numerous hypotheses do not lend themselves to an easily managed Report, leading to lengthy methodology and limited data analysis / evaluation sections.

The hypothesis must precede the methodology, otherwise it is not possible for the reader to know whether appropriate variables are being collected.

(d) The **method** was usually presented well (as in previous years). Appropriate methods of enquiry were used. The following are good characteristics:

- How the sites/transects for measurement were **selected**.
- Type of sampling** used (random, systematic, stratified – *definitions of these confuse many Candidates*).
- Sample size** for each transect (if used) and each site thereon [*frequently omitted*].
- The data collected is **relevant** to the aims/hypotheses, *otherwise the analysis is not relevant to the aims. When groups collect many variables, individual Candidates should only refer to those relevant to their chosen hypotheses both in data collection and analysis.*
- A precise **definition** is given for the variables.
- Summary of **questionnaires** and **assessment forms**.
- Make **field notes** whilst collecting data, to be referred to in explanations of results.

(e) **Analysis** continued to be of variable quality. Good characteristics include:

- A clear indication of the hypothesis under discussion.
- Link the text describing the results of the investigations to graphs, tables or figures.
- Use theoretical knowledge to explain the outcomes.
- Look for **anomalies** and try to explain them by referring to **secondary knowledge** and **field notes**. It should be clear which form of explanation is being offered.
- Link the outcomes from more than one hypothesis/aim – *this is a Level 3 type response*.
- Refer to **all the data** that had been collected.



- State when **supplementary data** (i.e. secondary and anecdotal evidence) is used to support the interpretation of data. *This has been a particular omission with coastal management schemes and responses to questionnaires.*
  - Statistical tests:**
    - Numerical evidence to demonstrate that a test has been carried out.
    - The term “significant” is used carefully. The **level of statistical significance** of a relationship (if any) is stated when carrying out a suitable test such as Spearman’s Rank Correlation.
    - Check calculations carefully. *A logic check will quickly reveal unrealistic results, e.g. the direction and strength of an appropriate relationship based upon Spearman’s Rank Correlation should be checked against scatter graphs. Units should be checked, e.g. discharge is often miscalculated.*
    - Use appropriate formulae to calculate results, e.g. the calculation of velocity based on the number of propeller counts or the time taken for a float to travel over a given distance must be carefully converted to metres per second.
    - Make sure variables are ranked correctly for Spearman’s Rank Correlation.
  - The Conclusion does **not repeat information** verbatim from the analysis.
- (f) Nearly all candidates **evaluated** the project by considering two main aspects: (i) difficulties in selecting the sample and field data collection, and (ii) possible modifications and extensions to the study. Weaker candidates continue to state that the study went well and that the outcomes were as predicted. Most studies can be linked to a geographical theory, but this third area of evaluation was usually not mentioned or the theory stated early in the Report was not linked to the outcomes – particularly in the case of land use models.
- (g) The presentation of **maps** is reasonable, e.g. title, scale and key. Few candidates used the map to show precise locations of sampling sites on, for example, rivers or sand dunes. However, many did not include any map – yet maps are a key, inherent part of Geography.
- (h) **Graphs:** as in previous years Candidates usually selected appropriate ways of presenting data, but most made one or more of the following errors:
- Do not use more than one technique to present the same data.
  - Poor choice of scale for variables with small variations.
  - Variable scales for the same pairs of variables on different graphs, so that comparisons were difficult and/or misleading.

- Axes not labelled or inaccurately labelled.
- Two types of graph used to represent the same variables at two different sites, thereby making comparison difficult.
- Independent variable placed on y-axis.
- Poorly ordered graphs make it difficult to compare like with like.
- Line graphs should not purport to show a link between qualitative descriptors such as types of land use or a set of 10 randomly selected pebbles on a river bed.
- Do not use titles starting "A graph to show....." The graph obviously shows something!
- Graphs and diagrams not relevant to the variables used.

### **The Written Paper: Comments on Individual Questions**

#### **Choice of Question 1 or 2 or 3**

Very few Candidates remained in Level 1. Questions 1/2/3 reflect the ability to discern what the question requires of the Candidate. In particular, Candidates should be aware of the need to read the requirements of the question rather than attempt to use an answer that has been rehearsed as part of examination preparation.

Question 1 was the most popular choice, with considerably fewer attempting Question 3 and very few answering Question 2. Nearly all Candidates clearly understood the requirements of Questions 1 and 2, despite the latter being a new type of question. Although Question 3 directed Candidates towards considering the issues of making a similar investigation in the same area, this was interpreted by some Candidates as meaning that a new improved investigation or an investigation in any area was to be considered. The level of attainment for Questions 1 and 2 was good, with most responses entering Level 2 and a good number entering Level 3. The level of attainment was somewhat lower for Question 3.

Acceptable types of response were similar to previous examinations, with credit gained either by considering a few issues in detail or by looking at a range of ideas in less depth. These questions consistently differentiate between Candidates that understand how to carry out and analyse AS level research, as opposed to those who have mechanically followed instructions.

The answer booklet clearly states that material from the Report is to be extended and not repeated, which is improving with each examination session. For January 2005 a contributing factor may be that Questions 2 and 3 did not lend themselves to repetition.

- 1) Many Candidates reached the upper part of Level 2; a good number entered Level 3; very few stayed in Level 1.

Indicative content: poor preparation for measurement of variables; equipment breaks down; inability to sample from planned locations; inability to obtain large enough sample.

Qualities of A grade Candidates: *either* two or more data collection errors and their improvements are discussed well / quite well; *or* more data collection errors and their improvements are discussed in less depth. The two parts of the response are well balanced, relevant and relate to the investigation. The Candidate is aware of the importance of experimental control.

The majority of Candidates were able to identify two or more errors made during data collection and then went on to describe how such problems could be avoided if the study was repeated. Most Candidates discussed a combination of human, equipment and planning errors. Weaker Candidates only identified one error or gave vague answers for several errors with limited or no suggestion as to how they could be overcome. A few weak Candidates discussed data analysis and presentation rather than data collection; repeated and/or did not expand on the Report. Otherwise competent Candidates did not gain high levels of credit due to repetition of material from the Report. However, some Candidates made an excellent evaluation of errors in the Report and identified a range of new ones in Question 1. NB: Not meeting the 95% confidence level in a statistical test is not an error – it is simply making a statement about the relationship (or lack of it) between 2 sets of data. Other weak responses suggested a completely different investigation.

- 2)** Most Candidates entered Level 2; some entered Level 3; very few remained in Level 1.

Indicative content: poor preparation for measurement of variables; equipment breaks down; inability to sample from planned locations; inability to obtain large enough sample.

Qualities of A grade Candidates: *Either* maps/diagrams used are justified and alternative methods are discussed well / quite well; *or* one part of the answer is carried out well and the other part moderately well. The answer is generally logically ordered well presented. The two parts of the response are well balanced, relevant and relate to the investigation.

The majority of Candidates considered more than two maps or diagrams that were used to show their data and then went on to consider the pros and/or cons of alternatives. Most Candidates used terms such as clarity, using all the data, and ability to compare data. Weaker Candidates discussed one error or additional data that could have been collected and presented rather than alternative ways of presenting data already collected.

- 3)** Most Candidates reached the bottom of Level 2; few entered Level 3; some remained in Level 1.

Indicative content: variables collected; degree of similarity of area studied; degree of similarity of aims/hypotheses; sampling methodology used; sample size; temporal factors.

Qualities of A grade Candidates: *Either* two or more aspects of making investigations which give comparable results are discussed well / quite well; *or* more aspects are discussed in less depth. The response demonstrates understanding of experimental control, is relevant and relates to the investigation.

Even moderate ability Candidates proposed new studies in a nearby area, rather than the same sites as the existing study. Interestingly, many assumed that the other study would be made by another entity – either another student or an organisation – this route was as valid as a response which would have involved the Candidate undertaking another study. Some discussed temporal factors whilst others concentrated on measuring data in the same way. Weaker Candidates discussed methods of data analysis rather than the processes that led to the data being made available for analysis. Other weak Candidates simply suggested a completely new area for carrying out another study or the introduction of new variables which could not be compared with the original dataset, thereby not addressing the question.

- 4) (a)** Many Candidates reached the upper part of Level 2; a good number entered Level 3; very few remained in Level 1.

Indicative content: examples of possible methods of presenting data at each gauging station: 3 adjacent bar charts; 3 adjacent or nested proportional circles. The method required consideration of an appropriate scale to fit on the map. Possible problems: same scale needed for a large range of values between and within variables; method of showing missing data.

Qualities of A grade Candidates: The construction of an appropriate method is described with *detail*. There is a *good* explanation of two or more problems in constructing the graphs. The two parts of the response are well balanced.

Most good responses suggested locating bar charts at each gauging station and most Candidates identified the problem of presenting the flood data on the same chart as the mean and dry weather flows. The method of construction also considered the use of colour to distinguish between the flows and the general congestion on the map, as well as the missing data. Others opted for averaging sections of the river, and placing bar charts on the map which was possible but not a particularly good solution. Very few opted for proportional circles, whilst a number inappropriately chose pie charts to be located at each gauging station, thereby demonstrating a poor understanding of what a pie chart can represent. Other appropriate responses included a mixture of techniques to overcome the problem of scale (but at the expense of comparability). A sizable number opted to simply place the numbers (perhaps colour coded) next to each site. Less satisfactory responses simply placed all the data as a scattergraph in the corner of the map, making comparison between sites difficult. Alternatively, some suggested a line graph for all the data, which would not take into account how to deal with tributaries. Quite a number of weaker Candidates chose choropleths, isolines and even dot maps, which are inappropriate as areas cannot be represented with point data along channels.

- 4) (b)** Many Candidates reached the upper part of Level 2; a good number entered Level 3; very few remained in Level 1.

Indicative content: Examples of possible additional data: precipitation; historical records; frequency of flooding; planned and recent changes in land use; population distribution and density; solid geology.

Qualities of A grade Candidates: Two or more appropriate additional types of data are described *in detail*. There is *good* justification for the additional types of data selected. The two parts of the response are well balanced.

Most Candidates made at least 3 suggestions for new, relevant data. Typically these included historical data, land use information, geology, topographical studies and precipitation. These were generally justified quite well. Some rightly pointed out the need to collect the data missing in part (a). Less useful answers were given when Candidates suggested velocity and discharge data without specifying how different they would be to the data already given (e.g. broken down by month or different years). Weaker Candidates made vague suggestions such as small scale studies of “when it rained” that did not take the large scale nature of the data collection into account. Furthermore, suggestions to collect cross sectional data information are correct in theory but not if the suggested method is to wade out into the river to make measurements – most of the Tyne distance could not be measured in this way. Inappropriate responses included how to solve the problem of flooding and how to present the data collected.

**Footnote:** interestingly the sitting of this examination coincided with the worst floods on the River Tyne catchment for 50 years and they were well reported in the national press. However, not a single Candidate made reference to this event which demonstrated the need for many of the types of data which they were discussing.

## **2690 – Geographical Investigations 2**

### **General Comments**

The standard of the individual investigations entered for January 2005 was generally very sound. Only a small number of candidates took advantage of the opportunity to use electronic sources of data. Collection of data in the field was comprehensive and in many cases showed a good understanding of methodology. An increasing number of candidates chose tourism related topics and those who combined fieldwork with electronic sources produced very good studies.

### **Aspects of Design**

It is expected that a candidate will identify a context for the investigation and focus on relevant questions for the study. Introductory comments and setting the scene should concentrate on explaining the geographical context of the study rather than giving lengthy details about location. Investigations that focus on the application and testing of models and theories are particularly successful.

Candidates are also expected to test an hypothesis or geographical idea. Difficulty arises, of course, when students either choose too many questions or resort to listing a few vague statements. It is often useful to ask students to formulate their investigation with a question in mind and then write a few key questions or aims and then an hypothesis or two to be tested by means of some fieldwork and data collection.

Candidates are also required to carry out comprehensive data collections using a variety of techniques and sources. Many Centres are now beginning to encourage their candidates to draw up methodology tables. This is a particularly useful way of helping students organise their information and to consider design points like size of sample, method of sampling and identifying limitations.

### **Data Presentation and Analysis**

The more successful investigations this session showed a wide variety of methods of presentation: annotated photographs, relevant tables, a wide variety of graphs, and annotated maps and diagrams. There is ample scope in this section for candidates to be creative, and those who do, often score highly.

The analysis for many candidates is difficult particularly if the focus of the study is broad and questions for investigation are vague. A comprehensive analysis should include a balance of descriptive, cartographic, graphic and statistical analyses where relevant. The better candidates were able to combine primary and secondary sources in the analysis to give a comprehensive interpretation. Those candidates using the IT route should be aware that the analysis is particularly important and requires careful sampling and an awareness of the problems of comparability of data.

**Evaluation**

The evaluation is an important part of the investigation and should avoid repetition of information previously discussed. Instead candidates should be honest about the weaknesses of the study taking care to include ideas about design faults, methodology limitations, the quality of data and error and bias in the data (especially if having taken the IT route) and most importantly, an assessment of the quality of the analysis undertaken in the investigation.

**Conclusion**

It is evident the vast majority of candidates work extremely hard on their investigations and have built on knowledge gained in the 2689 module. Candidates should be encouraged to focus on thorough and balanced data analysis for the next session.

**2691 Issues in the Environment**

Candidates appear to have had no difficulty completing the paper. Very few candidates failed to complete four questions and there were no particular rubric problems.

The majority of candidates attempted questions one and seven. A small number of candidates attempted the other questions except question two, which was not attempted by any candidates.

The quality of responses was variable – from vague general observations to well-documented, thoughtful responses.

Section A Questions – The use of the resource was variable with some candidates using it to develop a complete response, whilst others simply copied isolated points. An increasing number of candidates are developing the idea of the question by adding individual ideas as examples.

Section B Questions – Responses varied from general statements with vague reference to the question to very complex and sophisticated answers, which used examples to address the key ideas expressed in the question. At the highest level, a number of candidates failed to get the best out of the question due to lack of a proper conclusion.

**Question 1**

1(a) The resource was generally used quite effectively, although a small number of candidates completely ignored it. Some candidates drifted away from the aim of the question and considered relative (MEDC/LEDC) impacts and the reasons why LEDC's might be more badly affected. The majority of candidates did focus on the key idea of the question and showed a good understanding of the idea of impacts – although the distinction between short/long term impacts was not always clear, and there was only limited reference to the idea of primary/secondary impacts.

A significant number of candidates brought in other examples very effectively and a number used recent events in the Indian Ocean as a starting point to address the question. At the highest level, candidates identified complex links between damage to education/infrastructure/agriculture and how this might affect long term development plans.

(b)(i) Candidates used a number of avenues into this question, all of which had the potential for success. The majority of candidates considered aspects such as planning, preparation and emergency procedures as key human activity factors. This approach often gave a reasonable level of general understanding but lacked depth as detailed localised exemplification. A number of candidates also considered factors such as land-use planning and risk mapping as potential ideas. When linked to specific examples this approach was often very successful.

(b)(ii) Most candidates accepted the view that hazard frequency and impact are likely to increase and used the idea of global warming as the main reason. A number of candidates developed this idea further by including aspects such as population growth – increasing use of vulnerable (often coastal) areas and the building of large structures in earthquake prone zones. This broad approach was often very



## ***Report on the Units/Components taken in January 2005***

successful, especially when combined with detailed exemplification. At the highest level candidates took this debate further by considering that improvements to the understanding and management of hazards might actually reduce risks in the future.

### **Question 2**

No candidates attempted this question.

### **Question 3**

3(a) Candidates used the map effectively to describe a range of features, which suggested evidence of glaciation. There was a good general use of technical language with the names of features and processes clearly identified. Responses ranged from the largely descriptive to candidates who clearly identified features, explained processes and brought in examples from other locations.

(b)(i) Responses to this question were often descriptive accounts of areas under pressure with suggestions as to why they might be in a position of vulnerability. There was a reasonably good general understanding about 'sustainability' but most candidates failed to address the question in terms of having 'a full understanding of natural systems' in order to achieve sustainability. In some cases there were only tentative ideas about why these areas are fragile, while in others good use of examples made this very clear.

(b)(ii) Candidates showed a sound general understanding of this question and identified a range of opportunities especially linked to activity holidays. A small number of candidates developed the theme of 'opportunity' by including a range of possibilities such as wildlife spotting, photography, observing the environment, painting or simply 'studying nature' in fragile environments. In some cases, candidates identified wilderness tourism as a growing phenomenon and considered cold environments having distinct possibilities in this area. Exemplification was usually sound, although varied in depth from simple description to a more complex locational understanding.

### **Question 4**

4(a) Most candidates used the resource effectively to describe the factors involved in the desertification process. A number then went on to draw out complex links between the factors and develop their ideas. There was some confusion between the ideas of desertification and land degradation with a number of candidates using rainforest deforestation as a vehicle for their answer. Those candidates that linked this back to the question often made very sophisticated points, but few were able to do this.

At the highest level candidates considered that even 'natural' processes expressed in the resource might be human induced through global warming. They then went on to consider that the relationship is even more complex than expressed.

(b)(i) Most candidates showed some understanding of sustainable development but failed to fully appreciate the fragile nature of tropical ecosystems. Consequently they did not always fully explore the importance of understanding how tropical ecosystems work in relation to their management. Locational focus was often negative – looking at unsustainable projects in a descriptive way rather than in examples of positive management. Isolated candidates did begin to consider Eco-tourism and selective forestry as types of development which could be considered sustainable.

## ***Report on the Units/Components taken in January 2005***

(b)(ii) Many candidates identified the climate as the major driving force in relation to tropical environments. Some tended to focus on describing climatic differences and the reasons for them without fully linking this to the nature of the environments. Many candidates identified the clear links between moisture balance and specific environments including rain forests, savannah areas and deserts. Beyond this basic understanding, responses varied between a complex appreciation of the relationship with detailed observations about plant life to simple descriptive points about the volume/density of plant life in relation to rainfall. Few candidates brought in observations about the animal life within the environments.

### **Question 5**

5(a) The resource was generally used in a simple, descriptive way to describe the flow of the product and the relative localised significance. The idea of 'extent' was not well considered and few candidates brought in comparative examples or shared a broader understanding about the international flow of agricultural products.

A small number of candidates considered the growth of the fair trade movement or co-operatives as a direct comparison. This was often an effective way of addressing the broader aspects of the question.

(b)(i) There was very limited discussion about global supply and demand. Most candidates considered the generalisation of food plenty = MEDC and food shortage = LEDC and based their response around this.

As such, responses often showed a good general awareness but lacked development and often exemplification was vague. Some candidates had very simplistic views about developing countries having virtually only subsistence agriculture and consequently playing little part in global trade.

At the highest level there were useful points made about the political and economic reasons for the problems of food distribution, although these observations were rarely backed up by locational examples.

(b)(ii) Most candidates showed a basic understanding of the question and made clear reference to the key ideas through the use of examples. Unfortunately the examples were not always well developed and there was very little 'evaluation' of methods used to improve food security

### **Question 6**

6(a) Most candidates used the resource effectively to identify ideas of 'hope' and 'despair' as expressed in the question. A number then went on to develop the theme by using relative examples. A small number of candidates made comparative points in relation to rural areas and developed specific ideas about levels of service provision in rural and urban areas. This was often quite useful because it helped to give a more balanced response that had a clear LEDC perspective. In a limited number of cases, government policy and self-help schemes were recognised as opportunities for moving from 'despair' to a more positive situation.

A small number of candidates virtually ignored the resource and simply identified a range of negative factors clearly seen in other resources.

(b)(i) The question was generally not well considered with responses frequently being narrowly focused on one problem (transport) or vague observations about inner city

### ***Report on the Units/Components taken in January 2005***

decay. As such responses showed only a basic understanding and frequently lacked depth and detail.

(b)(ii) Most candidates showed a good understanding of the question and used comparative examples very effectively. The concept of sustainability was clearly understood and the negative aspects of poor transport systems expressed in some detail. A number of candidates also considered a range of potential methods of managing urban transport including trams, bus lanes, bicycle lanes, park and ride schemes and many others.

### **Question 7**

7(a) Most candidates used the resource effectively to identify a wide range of environmental pressures associated with the development of mass tourism, with a number linking the ideas to models expressing the concept of 'saturation'. As such, many candidates saw the question simply as an 'environmental pressure' question and used examples such as Goa/Lake District to support their argument. These responses were often self-limiting and failed to fully appreciate the key idea of the question, which was concerned with conflicts between economic development and environmental pressures and not just a description of environmental pressures.

A small number of candidates fully expressed the ideas by identifying the clear direct and indirect economic gains of tourism and then balancing these against the environmental costs. They then often went on to consider sustainable tourism as a way of managing this balance.

(b)(i) Most candidates showed a good understanding of the question and were able to identify a range of ways in which host countries might be explored. These included economic, cultural and environmental factors, with the best responses showing a balanced appreciation of each, backed up by locational exemplification. A number of candidates then considered the idea of 'extent' and began to consider the balance in terms of potential economic gains.

(b)(ii) Responses to this question were variable with a number of candidates virtually ignoring the idea of 'rural' and using inappropriate or marginal examples. These responses were often self-penalising and only provided a vague understanding of the question. Those candidates who did select appropriate examples often developed sound responses and identified the strong economic and social possibilities offered by tourism in areas where there were limited other opportunities.

### **Question 8**

8(a) The resource was quite effectively used and at times very carefully quoted to develop ideas, which were often polarised in terms of job losses or job gains. A small number of candidates extended this idea to consider broader issues about economic change in MEDC's and economic development in LEDC's. The whole idea of economic globalisation was not always well considered and consequently responses were did not always offer a balanced analysis of the issues and implications associated with the economic change.

(b)(i) Candidates showed a reasonable level of general understanding but lacked specific detail about the process of inward investment. A basic understanding of government incentives was usually clear and there were tentative links to economically depressed or remote areas. Evaluation about the relative importance of political decisions and other locational factors was often quite limited.

***Report on the Units/Components taken in January 2005***

(b)(ii) Most candidates showed a good general level of understanding and used a range of examples to express their ideas. The focus often tended to be an analysis of the advantages and disadvantages of TNC's rather than specific links to the development of LEDC's. In a small number of cases candidates used countries like Taiwan to illustrate significant patterns of change and linked this to the involvement of TNC's. This was often a very effective vehicle for the question. The major companies considered were Nike, Tesco and other food companies; these often provided useful examples, although opinions about them were not always well balanced.

**Advanced GCE Geography B 3833/7833**

**January 2005 Assessment Session**

**Unit Threshold Marks**

<b>Unit</b>		<b>Maximum Mark</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>D</b>	<b>e</b>	<b>u</b>
<b>2687</b>	Raw	90	61	54	47	40	34	0
	UMS	90	72	63	54	45	36	0
<b>2688</b>	Raw	90	70	61	52	44	36	0
	UMS	90	72	63	54	45	36	0
<b>2689</b>	Raw	60	46	42	38	35	32	0
	UMS	120	96	84	72	60	48	0
<b>2690</b>	Raw	90	70	62	54	46	38	0
	UMS	90	72	63	54	45	36	0
<b>2691</b>	Raw	90	68	62	56	50	45	0
	UMS	90	72	63	54	45	36	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	<b>Maximum Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>3833</b>	300	240	210	180	150	120	0
<b>7833</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total Number of Candidates</b>
<b>3833</b>	23.5	47.1	70.6	100	100	100	17
<b>7833</b>	0	25	75	100	100	100	4





**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

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