OCR
RECOGNISING ACHIEVEMENT

GCE

Geography Specification B

Advanced GCE **A2 7833**

Advanced Subsidiary GCE **AS 3833**

Combined Mark Schemes And Report on the Units

June 2005

3833/7833/MS/R/05

Oxford Cambridge and RSA Examinations

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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CONTENTS

Advanced GCE Geography B (7833)

Advanced Subsidiary GCE Geography B (3833)

MARK SCHEMES FOR THE UNITS

REPORT ON THE UNITS

Mark Scheme 2687
June 2005

Section A

Answer **two** questions

1 Atmospheric Systems and People

(a) Study fig.1. Are there any patterns in the occurrence of extreme temperature events (for example, of space or time)? Use evidence from Fig. 1 to support your answer. [9]

- Spatial patterns are evident, but with anomalies, while temporal patterns are harder to distinguish from a limited set of data.
- The hottest month is August apart from the Scottish and Irish events.
- The hottest temperatures are in the South, while the coldest extremes are in the Highlands.
- The prolonged effects of cold are evident in the South East.
- This reflects the effects of altitude, continentality and latitude.
- There is a more random spread of hot and cold periods over time, but there is distinct fluctuation over time rather than an overall trend.

Level 3 (8-9 marks)
A recognition of both elements of pattern and randomness justified with evidence, quoting appropriately from the resource to cover several of the points above.

Level 2 (5-7 marks)
A more developed answer with two ideas developed

Level 1 (1-4 marks)
A basic recognition of one element such as the hottest temperatures occurring in the south with a valid piece of evidence.

(b) Explain how stable air conditions may cause both the highest and lowest temperatures to occur. [9]

- Summer high pressure systems creating clear skies with possible air stream influences. Contrasting winter conditions.
- Better answers may further develop with an explanation of lapse rates.

Level 3 (8-9 marks)
Both high and low temperatures fully explained, including the effects of season.

Level 2 (5-7 marks)
A more developed answer on both temperatures or one fully explained and the second briefly covered.

Level 1 (1-4 marks)
A basic and partial explanation of both hot and cold extremes, or more developed answer on one.

(c) Why is Britain's weather so variable? [12]

- Position relating to polar front, (global circulations), pressure and wind systems, effects of different air masses, maritime influences, continentality and relief and an appreciation of the difference between factors will distinguish better answers.
- Mention should be made of temperature and precipitation, with local and national scales considered, possibly with figures quoted.

Level 3 (10-12 marks)
A full answer covering several of the points above.

Level 2 (6-9 marks)
A more developed answer which demonstrates clearer knowledge and understanding of reasons for variability.

Level 1 (1-5 marks)
A basic answer that shows weak understanding or knowledge of two reasons for weather being variable.

2 Landform Systems and People

(a) Study Fig.2. Describe how these processes interact in a drainage basin [9]

- Weathering processes initiate the breakdown of regolith which contributes to the slope and fluvial processes.
- Slope processes move material to the stream.
- The removal of material by fluvial and slope processes leaves fresh surfaces for weathering to attack. Weathering continues within the river channel and below the soil.
- Each process should be summarised.
- The size of the ellipses suggests relative significance of each factor.

Level 3 (8-9 marks)
A clear understanding of how all three processes interact.

Level 2 (5-7 marks)
A more developed description of two interactions, or an attempt at all three with some detail in one.

Level 1 (1-4 marks)
Either a basic answer which partially describes two of the three processes (but interaction may not be clear) **or** attempts to describe interactions at a simple level.

(b) Explain, using an annotated diagram, how the drainage basin system transfers water from the atmosphere to the sea. [9]

A pictorial or flow diagram is acceptable, but annotations should be clear and in appropriate sequence to show flows and stores within the catchment and the channel.

Level 3 (8-9 marks)
A clear diagram that shows most of the appropriate transfers.

Level 2 (5-7 marks)
A more developed diagram that clearly explains several transfers.

Level 1 (1-4 marks)
Max Level 1 if no diagram used.
A basic explanation using at least three terms correctly, such as throughflow, overland flow and ground water flow.

(c) Using named examples from a major British river basin, explain the formation of three valley landforms. [12]

(Major = recognisable and appropriately sized – not a small stream)

Level 3 (10-12 marks)
Three landforms fully explained and correctly located.

Level 2 (6-9 marks)
Two landforms explained in correct context or three briefly explained.

Level 1 (1-5 marks)
Max Level 1 if British river basin not named appropriately.
One landform explained reasonably or two mentioned such as 'a meander is formed by erosion and deposition because of the strength of current' (and one other) with no context.

3 Coastal Landforms and People

(a) Study Fig. 3 the OS map extract provided. Use map evidence to describe the coast line from Worms Head (384 877) in the west to Port Eynon Point (474 844). [9]

The map shows a cliffed coastline with flat rocks and two small sandy bays. The cliffs reach 70 metres from about 10 metres, and the coastline is much indented with dry valleys. Higher points have ancient forts. There are slopes shown indicating steepness, one off shore rock indicated and caves named. It has a south westerly aspect. Nearly all is National Trust land. Map detail such as distance can be used.

Level 3 (8-9 marks)
A full description incorporating many of the points above and with accurate map references.

Level 2 (5-7 marks)
A moderate description with two pieces of map evidence quoted.

Level 1 (1-4 marks)
Two elements described.

(b) Explain the differences in wave action and their effects that may occur at Oxwich Point (513 851) compared with Oxwich Bay. [9]

Wave action, wave energy, refraction, erosion and deposition.
Relates differences to the headland and bay, with exposure and shelter taken into account.

Level 3 (8-9 marks)
A full answer that covers several of the points above.

Level 2 (5-7 marks)
A more developed answer with either both wave actions explained separately, or an attempt to explain differences.

Level 1 (1-4 marks)
A basic answer that explains one wave action or effect appropriately but does not explain differences **or** makes a simple comparative statement.

(c) Contrast a dune ecosystem and a coastal wetland ecosystem, using named examples. [12]

Llanrhidian Marsh and Whiteford Burrows dune systems are both named on the OS extract so there should be no reason not to quote a name!
Specific details of plant succession and location, soil conditions and correct use of technical terms are expected in better answers. For example, correct nomenclature: embryo dune, foredune, mobile and fixed dunes, slacks with plants identified such as sea rocket, sea couch grass, marram grass, red fescue, heather and gorse. Low saltmarsh and high saltmarsh, with eel grass, spartina, sea rush, sea lavender and sea aster, juncus. Coastal wetland could include fresh water or brackish lagoon ecosystems, and should be described appropriately.

Level 3 (10-12 marks)
A clear contrast with plants named appropriately for each succession. Map evidence or own knowledge may be used.

Level 2 (6-9 marks)
A more developed contrast with some specific detail of plants and conditions.

Level 1 (1-5 marks)
A partial contrast between the two ecosystems or a developed description of one. Max L1 if not named.

Section B

Answer **one** question.

Either

4 Explain the interactions that exist between people and two or more physical systems. [30]

Management of physical systems is emphasised in each of the study sections, and is the clearest interaction.

- In the atmospheric unit, urban and rural micro-climates, air quality, global warming are listed as topics for study.
- Landform systems -slope control, catchment management.
- Coastal management.

Other interactions could include opportunities and constraints for human activity, drainage basin modification, port construction etc.

Level 5 (27-30 marks)
A well-structured, logical and balanced essay with a clear understanding of the relevant interactions demonstrated from different areas of study. Uses appropriate terminology, accurate and detailed knowledge and has almost faultless use of English.

Level 4 (22-26 marks)
A good essay that shows a good understanding and explores several interactions, with a balance between them, and has specific place knowledge. The answer is well organised and attempts to evaluate the part played by people in each system.

Level 3 (16-21 marks)
Reasonable use of appropriate terminology and an approach to a balanced essay beginning to explore more than one interaction. Some evidence of structure but limited conclusions and some weaknesses in the standard of English. There may still be an imbalance between systems.

Level 2 (9-15 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 without clear judgement. Some structure but the answer lacks a clear focus on the question: 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

5 Flood control may be required in river valleys and in coastal regions. Use examples to explain why such management may be increasingly necessary. **[30]**

- Current flood controls can be explained to illustrate the need.
- Changes in sea level or storm frequency as a result of climate change could be the main reason for the increasing need for protection, together with the increasing pressure on flood plains for development.
- The cost of flood protection has to be balanced against the benefits.
- An alternative strategy of managed retreat could be argued as an option for coasts where appropriate.
- Examples may be taken from any suitable case study.

Level 5 (27-30 marks)
A well-structured, logical and balanced essay with a clear understanding of the relevant controls demonstrated from different areas of study – rivers and coasts. Uses appropriate terminology, accurate and detailed knowledge and has almost faultless use of English.

Level 4 (22-26 marks)
A good essay that shows a good understanding and explores both types of flood event, with a balance between them, and has specific place knowledge. The answer is well organised and attempts to evaluate the part played by management schemes and reasons for increasing need.

Level 3 (16-21 marks)
Reasonable use of appropriate terminology and an approach to a balanced essay beginning to explore more than one reason for flooding and controls used **or** a reason for one type of flooding **and** a reason for the increasing need for protection. Some evidence of structure but limited conclusions and some weaknesses in the standard of English. Max L3 if only one system – either valleys or coasts.

Level 2 (9-15 marks)
A developed explanation with at least one reason for flood control developed or two described. Limited knowledge or understanding of relevant connections. A simplistic, over-descriptive approach without clear judgement. Some structure but the answer lacks a clear focus on the question: weaknesses in English are apparent.

Level 1 (1-8 marks)
Simple and incomplete explanation or basic description of factors or impacts. Very little understanding of the ideas involved, very limited geographical knowledge, or examples. Poor structure and poor quality of language with obtrusive errors.

Mark Scheme 2688
June 2005

Guidance for Using the 2688 Mark Scheme

Thank you for agreeing to mark the 2688 paper. I hope you will find it interesting and rewarding. The following notes are to help in using the mark scheme.

Marking should be in red. Please put a tick after any sentence, phrase or word which contributes to the overall credit of the work. If it helps to identify the credit, please bracket the creditable material. This can also be useful if two weak ideas, each hardly worthy of credit, are linked to make a creditable point, but may be quite widely separated in the text.

If the credit ticked indicates that a certain Level has been achieved, please annotate the tick. e.g. "Mid-Level 2 detail". Other annotations are particularly helpful. Some examples are; if some weak material is just worthy of some recognition, or is embedded in inaccurate or irrelevant material, please add a J for "just". If there is material that is not really worthy of credit but may have some weak bearing on the answer, please insert an inverted "v" ^. Any other annotation that helps clarify the marking is welcome.

At the end of a section, where the mark is awarded, please give a brief comment to summarise the qualities credited, or why further credit has not been given, along with the mark awarded, e.g. "Covers main points but examples very general."

All the above points should indicate to a later reader why the final mark has been awarded.

Answers may well show qualities from different levels. The majority of an answer may be of a Level 2 standard but one or two points may have the beginnings of Level 3. Such an answer would be at the top end of Level 2. If one or two clear Level 3 statements are made, along with a good deal of Level 2 material, the bottom end of Level 3 would be appropriate. Similar considerations should be given at boundaries between other levels.

The mark scheme gives some indication of likely content. Some Centres will have covered case studies that allow credit to be achieved in other ways. The bullet points list likely points but do not cover material which must appear in an answer for full marks.

Each question has its own level descriptors. Some candidates may answer in a way not anticipated, or interpret the question in a way not anticipated, nevertheless, creditworthy. In such cases the generic level descriptors should be used. They are also a useful second check that the mark awarded reflects the quality of the answer.

The generic level descriptors for each sub part of a question are the same for all Section A questions. That is, for example, all Section A, part (b) answers have the same generic level descriptors. Similarly, the generic level descriptors are the same for both Section B questions. In this way, equal weight is given to each question in each Section. This should also make it easier to learn the mark scheme. It should also help maintain the same standard between different years and sessions of the examination.

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 (22-26 marks)
Shows understanding of some issues related to the topic.
Some place specific material used, which may be 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 (16-21 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 (9-15 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 attempt to summarise or reach any kind 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 attempt to summarise or reach any kind of conclusion.
English expression is simple. Clarity may be limited.

Section A

Economic Activity and Change

1 (a) Use Fig. 1 to help describe the impact of plant closure on communities and regional economies. [9]

- Immediate loss of jobs.
- Loss of income, leading to less spending, leading to decline in other enterprises.
- Difficulties in retraining, finding new jobs, loss of self-esteem as individuals/ communities.
- Rise in petty crime, drink, drug use – air of despair and despondency.
- Can credit responses which demonstrate this as trigger for redevelopment, but full credit possible without this approach.

Level 3 (8-9 marks)
Wide ranging and detailed description of impacts.
Well developed on both community and regional economy.
Sound points extracted from the resource and/or alternative examples provided.

Level 2 (5-7 marks)
A good range of impacts but with important aspects missed.
Both community and regional economy brief, or one sound, but to the neglect of the other.
Sound use of the resource and/or other examples.

Level 1 (1-4 marks)
A small range of impact(s).
All superficial or a little detail on one aspect and the other not mentioned.
Poor use of the resource or of any additional examples.

(b) Explain how changes in technology and business organisation have affected the number and location of plants in an area you have studied. [9]

- Increased use of technology/machinery/automation can reduce number, lead to new plants or relocation.
- Reduction of storage and transport costs, telecommunications, logistics and JIT principle.
- Consolidation of assembly processes at one point, component specialisation if many branches exist.
- Management reorganisation, outsourcing, selling off peripheral activities.

Level 3 (8-9 marks)
Difficult, so good reward to detail covering one approach to technology change/business organisation.
Shows understanding of why closure takes place/is avoided, or new plant needed.
Sound example relevant to topic.

Level 2 (5-7 marks)
Shows understanding of business organisation/technology change.
Organisation/reorganisation may not clearly show how increase/decrease is caused.
Example relates to organisation/reorganisation but not be fully relevant to the line of reasoning.

Level 1 (1-4 marks)
Shows a little understanding of some aspect of business organisation/technology change.
Probably not related to increase/decrease, or not explicitly so.
Little if any reference to examples, and those very general.

(c) Using one or more examples that you have studied explain how inward investment has put pressure on services such as housing, transport and rural land. **[12]**

- MEDC or LEDC examples equally acceptable.
- Allow answers that cover examples where inward investment has been services and/or transport led.
- FTZ in NICs, rapid urban development in LEDCs or new assembly plants in areas of high unemployment in MEDCs most likely.
- TNC investment most likely, may be plantations in tropical environments.

Level 3 (10-12 marks)
Sound coverage of all of services, housing, transport and rural land.
Link between inward investment and each pressure made clear.
Example(s) is/are appropriate and show good place specific detail.

Level 2 (6-9 marks)
Good coverage of one or two of services, housing, transport and rural land, but others given little attention.
Pressure may be described but its application resulting from inward investment not fully clear.
Sound example(s) but not fully detailed.

Level 1 (1-5 marks)
Coverage of any of services, housing, transport and rural land is weak, even if all attempted.
Role of inward investment not made clear.
Little if any use of examples. Any that are given are only tangentially relevant or lacking in any detail.

Settlement Dynamics

2 (a) Describe the land use changes in urban fringe areas resulting from the decentralisation of functions. [9]

- Manufacturing moving to large retail parks – land requirement.
- Need for transport routes to support above.
- Retail parks requiring land for floor space and parking.
- Distribution centres requiring land and access to good roads.
- Allow housing if shown to be decentralisation.

Level 3 (8-9 marks)
Retail complexes, business parks and related transport route provision all given sound coverage.
Clear indication of retail and manufacturing decentralisation. Residential may be alternative for one of these.
Sound exemplification supporting most decentralisation that is described.

Level 2 (5-7 marks)
One function covered well. Others will be much more skeletal.
Decentralisation is addressed but not in any detail, not the focus of the answer.
Some exemplification given, but not fully detailed.

Level 1 (1-4 marks)
One or more functions mentioned, but none in any detail.
Decentralisation only weakly covered or not at all.
Exemplification very general or not attempted.

(b) Explain how the changes shown in Fig. 2 have had an impact on the need for housing provision within the UK. [9]

- More people, more houses needed.
- Decreasing household size exaggerates the need.
- More single person households and lone parent households need more houses even for same number of people.
- More homes needed, as greater number of second homes and second home owners.

Level 3 (8-9 marks)
Gives reasons for increase in total population, single person households, lone parents/household size and second home ownership.
Figures are used to explain need for additional housing.
Gives some specific exemplification of some of these by place or by type.

Level 2 (5-7 marks)
Gives reasons for two or three of the category increases.
Links some of these to need for additional housing.
Some valid exemplification attempted.

Level 1 (1-4 marks)
Gives reasons for only one category, or misguided on additional ones.
Not really making clear why these cause a need for additional housing.
No valid exemplification given.

(c) For an LEDC that you have studied, outline the roles of individuals, groups and government in urban planning and decision making. [12]

- Planning may range from individual response to circumstance, to official policies.
- Decision making may be 'on the spot' through to implications of official policies.
- May include separate roles of each group.
- Joint planning and decision making of two or all three of role players.

Level 3 (10-12 marks)
Covers all three role players along with some co-operation between them.
Makes clear degree of planning and decision making.
Examples are well located, appropriate and detailed.

Level 2 (6-9 marks)
May not cover all groups, or if all are covered, co-operation element may be weak.
Decision making and planning largely implicit, or very brief if more explicit.
Examples are sound, but with restricted detail.

Level 1 (1-5 marks)
Some relevant points, but the majority of possible roles are missing.
Actual planning and decision making not fully clear.
Little if any appropriate exemplification,and only general if given.

Population and Development

3 (a) For one of the countries in Fig. 3a, describe the changes in birth rate, death rate and rate of natural increase as the country moves from one stage of the Demographic Transition Model (DTM) to another. [9]

- 1-2, BR high and continues, DR equally high but starts to fall rapidly, NI small but starts to grow rapidly.
- 2-3, BR high but starts to fall rapidly, DR mid-range and continues to fall more slowly, NI very large but starts to decrease.
- 3-4, BR continues to fall but more slowly, DR continues to fall very slowly, NI mid-range but starts to become very small as BR and DR converge.
- BR, DR and NI are linked.

Level 3 (8-9 marks)
Large degree of accuracy about change in elements described.
All three elements described well in both stages.
Link between NI and BR/DR clear.

Level 2 (5-7 marks)
Some accurate description, but there are some gaps or elements of inaccuracy.
Not all elements described, or if all three present, one distinctly weak.
May be some link between NI and BR/DR present, but not full or clear.

Level 1 (1-4 marks)
Superficial or misguided description of changes is given.
No element described fully, and likely to be incomplete in terms of elements.
Link between NI and BR/DR unclear or missing.

(b) Explain why the DTM as shown in Fig. 3b may not be applicable to every country in the world today and in the future. [9]

- May make reference to a fifth stage in developed world.
- Some LEDCs may have little opportunity to have economic development that triggers change in stages.
- It is a Eurocentric model that has little applicability elsewhere.
- Rapidly developing NICs have leapfrogged or missed stages.

Level 3 (8-9 marks)
Explains why it is applicable in some areas.
Presents arguments for two types of country where it may be inapplicable.
Sound exemplification given to support arguments.

Level 2 (5-7 marks)
Will address why it is applicable in some areas, but this may be brief or largely implicit.
Explains why it may not be applicable for only one set or circumstances, or not fully explained on any if more than one attempted.
Some sound exemplification, but incomplete.

Level 1 (1-4 marks)
Not likely to explain why it is applicable in some areas.
Some attempt to explain some circumstance where it is inapplicable, but argument very restricted.
Little if any exemplification given.

(c) For an LEDC that you have studied, describe and explain the pattern of internal migration. [12]

- Source, destination and character of migrants.
- Explains rural push factors.
- Gives urban attractions beyond 'bright lights' and 'streets paved with gold'.
- Time frame and scale of migration in relation to impact.

Level 3 (10-12 marks)
A good description in terms of source, destination, migrants, possibly time and scale.
Explains both push and pull factors in some detail.
Accurate examples with good place specific detail.

Level 2 (6-9 marks)
Sound description of some elements, but distinct gaps or superficial treatment.
Push and pull factors discussed, but some imbalance with one not properly explained.
Some sound exemplification but incomplete.

Level 1 (1-5 marks)
One element described, or more than one in very superficial way.
Likely to be only push or only pull factors attempted, with explanation weak.
Little if any valid place references.

Section B

4 Is rural and urban planning mostly reactive or proactive? Justify your answer. **[30]**

- Major planning for new towns, expanded towns in MEDCs.
- Requirement of authorities to have development plans for at least ten years ahead in MEDCs.
- Events such as rural-urban migration at such a scale and rate that forward planning almost impossible in LEDCs.
- Existence of counter examples in both contexts, especially pro-active in more developed of LEDCs.

Level 5 (27-30 marks)
Clear discussion of rural and urban planning probably in both LEDCs and/or MEDCs with good appropriate exemplification.
Argument balanced and developed well, but not necessarily equally.
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 (22-26 marks)
Good discussion of mainly urban planning, with some sound mention of rural or reverse imbalance.
Appropriate LEDCs and MEDCs considered with relevant exemplification.
Arguments balanced, but one element may be distinctly less well developed.
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 (16-21 marks)
Urban/rural planning discussed, but weak on either rural or urban.
Mainly 're-' or 'pro-', but some mention of converse even if weak.
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 (9-15 marks)
Weak discussion of both rural and urban, or some basic soundness on one with no discussion of other.
Exemplification weak, or some substance on one and none on other.
Likely to be either just 're-' or 'pro-'.
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)
Poor discussion of both/either rural/urban. Weak if any exemplification.
Either simply 're-' or 'pro-', or marginally relevant discussion, but thrust of argument unclear.
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 'Differences between MEDCs and LEDCs in economic development and population growth remain largely the same despite major changes in the location of economic activity.'
How far do you agree? [30]

- Global changes in economic activity noted, especially globalisation by MNCs.
- Indications of pattern of population growth and major changes.
- Pattern of development and/or changes in pattern.
- Scale of change and differences evident.

Level 5 (27-30 marks)
Presents developed case both 'for' and 'against' the statement.
Good detail on changes in economic activity and global patterns of population growth, and development supported by sound reference to places.
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 (22-26 marks)
Case 'for' and 'against' presented, but one may be distinctly weaker.
Strong on at least two elements of economic activity and global patterns of population growth and development, with some sound supporting place references.
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 (16-21 marks)
Case 'for' or 'against' is good, with some evidence of counter-argument. May have moderate 'pro' and 'anti'.
One element of economic activity and global patterns of population growth and development sound, but others much weaker, with little accurate place reference.
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 (9-15 marks)
Some argument 'for' or 'against' but not strong. May have weak 'for' and 'against'.
Some validity from some of economic activity and global patterns of population growth and development, but none developed well. A little general support may be given.
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 the beginnings of any kind of argument.
Just a little on any of: economic activity, global patterns of population growth and development, with little if any support.
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.

Mark Scheme 2689
June 2005

Report of Personal Enquiry and Questions 1 to 3

These parts of the examination are designed to assess the candidate's ability to plan, conduct and evaluate the outcomes of a geographical investigation. The Cover Sheet, which should accompany the report, will include a brief outline from the centre which describes the investigation(s) undertaken at the centre to prepare their candidates. The purpose of the outline is to provide Examiners with an accurate and common background to the work undertaken by candidates from any one centre. Care should be taken when marking the answers to questions 1 to 3 not to credit mere repetition of the report.

Given the diversity of investigations that candidates will have undertaken, responses will vary considerably. Examiners should be prepared to award up to full marks for answers which do not follow precisely the pattern suggested by the descriptors, but which nevertheless show similar quality.

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		
	L1	L2	L3
Hypothesis, design and presentation	1	2-3	4
Data collection and outcomes	1-4	5-7	8-9
Evaluation and understanding	1-2	3-5	6-7

Overall marks available for each level	
Level	Marks
1	1-7
2	8-15
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 relevant **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 were made when planning the data collection, such as types of data to be collected and sampling methodology? How could you improve the planning?

Indicative content:
Possible planning errors include:

- Wrong type of sampling.
- Sample size too small.
- Inappropriate types of data; redundant variables.
- No pilot survey.
- No site visit to check accessibility.

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** improvements are discussed **well.**

Or **More** data collection errors **and/or** 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** improvements are discussed **quite well.**

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

The answer is generally logically ordered and well presented.

Level 3 (9-13 marks)

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

Or **More** data collection errors **and/or** 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** improvements are discussed **adequately.**

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

There are no noticeable gaps and/or errors in the answer.

Level 1 (1-4 marks)

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

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

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

2 Explain the extent to which your results correspond with commonly accepted geographical theory.

Indicative content:

- Geographical theory should be stated in more detail than in the report.
- "To what extent" invites the candidate to show how well the investigation:
    - Corresponded.
    - Did not correspond: e.g. small sample size, different sampling framework, type of area studied, data collection errors.

The following content is applied to each level:

- The discussion relates to the personal enquiry.
- The understanding of geographical theory.
- The relevance of the results selected for discussion.
- Reference to correspondence and non correspondence with geographical theory.
- The evaluation of the results in relation to accepted theory.

The following content *may* be discussed at each level:

- Reference to limitations of the study which restrict the correspondence.

Level 5 (18-20 marks)
The results are explained **well** in relation to geographical theory.

The answer is logically ordered and well presented.

Level 4 (14-17 marks)
The results are explained **quite well** in relation to geographical theory.

The answer is generally logically ordered and well presented.

Level 3 (9-13 marks)
The results are explained **moderately well** in relation to geographical theory.

There are lapses in the logic and presentation of the answer. For example, the theory is implied rather than being explicit, or there is explicit theory but no reference to the results.

Level 2 (5-8 marks)
The results are explained **adequately** in relation to geographical theory.

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

Level 1 (1-4 marks)

Either The results are explained **in a basic** manner in relation to geographical theory.

Or The explanation is **irrelevant** to the personal enquiry.

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

3 Describe and justify the criteria for selecting another location to carry out the same investigation to enable a valid comparison of the results.

Indicative comment:
Possible criteria for selection of another location:

- Degree of geographical similarity of area studied (could be very similar or very different – each have own problems).
- Sampling methodology used.
- Sample size.
- Temporal factors (e.g. changing human/physical factors over time, ability to measure variables in same way).

The following content is applied to each level:

- The discussion relates to the personal enquiry.
- The degree of detail of the justification.
- The relevance of the criteria selected so that valid comparison can be carried out.
- The understanding of experimental control in relation to some or all of:
  - practical issues
  - sampling methodology
  - measurement techniques.

The following content *may* be discussed at each level:

- Temporal issues.

Level 5 (18-20 marks)

Either **Two or more** relevant criteria are discussed **well**.

Or **More** relevant criteria are discussed **in less depth**.

The answer is logically ordered and well presented.

Level 4 (14-17 marks)

Either **Two or more** relevant criteria are discussed **quite well**.

Or **More** relevant criteria are discussed **in less depth**.

The answer is generally logically ordered and well presented.

Level 3 (9-13 marks)

Either **Two or more** relevant criteria are discussed **moderately well**.

Or **More** relevant criteria are discussed **in less depth**.

There are lapses in the logic and presentation of the answer. For example, the candidate repeats the study at the same location but does not present relevant criteria such as sampling methodology, sample size and temporal factors. If new variables are suggested, credit is given if measurements are specified as being taken at both sites (i.e. first site is visited again).

Level 2 (5-8 marks)

Either **Two or more** relevant criteria are discussed **adequately**.

Or **More** relevant criteria are discussed **in less depth**.

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

Level 1 (1-4 marks)

Either **One or two** relevant criteria are discussed **in a basic manner**.

Or Criteria are **irrelevant** to the personal enquiry.

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

4 Geographical investigations are usually carried out in a number of stages, beginning with a statement of the aims and finishing with an evaluation of the investigation. Fig. 1 shows part of the geographical investigation process.

Study Figs 2 and 3 on the separate insert which show parts of the same beach in south Cornwall. The beach is approximately 2 km long.

Referring to these photographs, describe how you would carry out Stages 2, 3 and 4 shown in Fig. 1 for one of the two following hypotheses.

(i) The quality of the environment along this beach varies according to the number of visitors.

Indicative content:

Plan data collection, including sampling strategy

Primary field collection data:
Develop and justify strategy for sampling:

- Accessibility and safety of sites.
- Sampling methodology for environment may be objective or subjective (e.g. litter, noise, visual factors such as ice cream vans, overall quality assessment, water quality) and visitor numbers: systematic or stratified systematic. Random not easy to justify. Number of sites along beach and up beach profile.

Secondary data:

- Source: local authority/Environment Agency may have daily or weekly visitor numbers and litter counts and other environmental data.

Carry out data collection, including measurement techniques

Primary field collection data:
Pilot survey.
Describe method for carrying out environmental and visitor numbers survey:

- Collect full set of environmental and visitor numbers data for whole beach on one day. Take measurements from high to low tide mark.

- Repeat environmental data and visitor numbers over a period of time, e.g. different days of week and seasons.
- Use quadrats for some environmental data, e.g. litter.
- Count visitor numbers if not found from secondary data.
- Place markers or make clear note of measurement sites ready for return visits.
- Problems may be discussed: e.g. select a time when the tide is out; litter may be washed up from other beaches; poor water quality may result from problems elsewhere; difficulties with subjective assessment.

Secondary data:

- Describe how information about visitor numbers will relate to primary data outputs.

Identify methods of representing the data collected

- Map of appropriate scale and labelled to show data collection sites.
- Scatter graphs with lines of best fit and/or Spearman's Rank: environment variable(s) vs visitor numbers (for whole beach on a series of data collection days).
- Scatter graphs / Spearman could be subsets of days of week and/or season.
- Plot on map: bar charts/proportional circles showing environmental quality and visitor numbers for single data collection day. Scale important.

(ii) Particle sizes vary with gradient along this beach.

Plan data collection, including sampling strategy

Primary field collection data:

Develop and justify strategy for sampling:

- Accessibility and safety of sites.
- Sampling methodology: systematic or stratified systematic. Random not easy to justify. Number of sites along beach and up beach profile.

Secondary data:

- Source: Environment Agency may have data.

Carry out data collection, including measurement techniques

Primary field collection data:

Pilot survey.

Describe method for collecting gradient and particle size:

- Collect all data for whole beach on one day. Take measurements from high to low tide mark.
- Repeat data collection over period of time.
- Instruments required.
- Description of how instruments are used.
- Place markers or make clear note of measurement sites ready for return visit.
- Problems may be discussed, e.g. select a time when the tide is out; instrument failure.

Secondary data:

- Describe how the variables were collected (if possible to find out).

Identify methods of representing the data collected

- Map of appropriate scale and labelled to show data collection sites.
- Series of beach profiles with bar charts/proportional circles showing sediment size. Scale important.
- Scatter graphs with lines of best fit and/or Spearman's Rank: sediment size vs. gradient. Scale important.

Plan data collection, including sampling strategy

Level 3 (6-7 marks)
The candidate outlines *and justifies* a *clearly* appropriate investigation, location(s) and sampling strategy using the photographs.

The candidate *develops* the answer by referring to, e.g., procedures to be followed in the context of the particular investigation; alternative sources of data (e.g. secondary data).

Level 2 (3-5 marks)
The candidate describes a *broadly* appropriate investigation, location(s), and sampling strategy. There is some reference to the photographs.

There is *limited justification* of the method used.

The candidate *may develop* the answer by referring to, e.g., procedures to be followed in the context of the particular investigation; alternative sources of data (e.g. secondary data).

Level 1 (1-2 marks)
The candidate outlines a simple investigation with *limited* discussion of location(s), and sampling strategy. There is little or no reference to the photographs.

There is *little or no justification* of the method used.

There is *very little development* of the answer.

Carry out data collection, including measurement techniques
Level 3 (6-7 marks)
The method of measuring the variables is described *in detail*.

The candidate *develops* the answer by referring to, e.g., local circumstances; possible experimental errors, the conduct of a pilot survey.

Level 2 (3-5 marks)
There is a *moderately* good method for measuring most of the variables ***or*** a better description of measuring fewer variables.

The candidate *may develop* the answer by referring to, e.g., local circumstances; possible experimental errors; the conduct of a pilot survey.

Level 1 (1-2 marks)
There is a *limited* description of how to measure the variables.

The candidate makes *very little or no* reference to local circumstances; possible experimental errors; the conduct of a pilot survey.

There is *little* development of the answer.

Identify methods of representing the data collected

Level 3 (5-6 marks)
There is a *good* description of two or more appropriate methods of representing the data.

Level 2 (3-4 marks)
There is a *moderately good* description of two or more appropriate methods of representing the data.

Or: there is a *good* description of one appropriate method of representing data.

Level 1 (1-2 marks)

Either There is a limited description of an appropriate method of representing the data

Or Inappropriate methods are described.

There is little development of the answer.

Mark Scheme 2691
June 2005

Natural Hazards and Human Responses

1 (a) Using Fig. 1 consider the extent to which human activities influence the occurrence and effects of natural hazards. [20]

- Range of causes identified which might include:

mining, reservoir construction, building, drainage, over-farming, deforestation.

- Distinction between cause and potential impact, which might include building on vulnerable areas, lack of planning.
- Appreciation of 'extent' in relation to different hazards.
  e.g. Human influences can impact floods far more than volcanoes.
- Effect can be made considerably worse or better by human interaction.

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (i) Why do strategies for hazard management vary between countries at different stages of economic development?

- Understanding of strategies for management including building, preparing people, post event management, monitoring etc.
- Link between planning and economic ability to afford management.
- Examples of areas which are heavily managed – Japan/USA.
- Consideration of different types of hazard and their spatial expectation.
- Other factors such as culture, social factorsand education.

(ii) Why do people continue to live in places that are at risk from natural hazards?

- Different hazards have different risks.
- There is variation in predictability.
- Attitudes towards hazards may vary culturally.
- Increased awareness/management makes people feel more secure.
- Examples of vulnerable areas that have economic and lifestyle advantages.
- Specific advantages; agriculture/power/minerals/tourism etc.

Level 5 (23-25 marks)
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 marks)
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 marks)
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.

Climate and Society

2 (a) Study Fig. 2. With reference to Fig. 2 consider the view that estimates of future global temperature change anticipate limited impact on environments and human activities. [20]

- Identifies range of change between 1° - 3.5°c.
- Identifies mean surface change of 2°c between 1990-2100.
- Considers that this is an estimate.
- Appreciation of predicted variations and locational differences ('limited' in some areas/less so in others).
- Some consideration of what is meant by 'limited' and that limited in number may be significant in relation to impact.
- Impacts on environments (flooding etc), human activities. (agriculture, communications etc.)

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (i) Consider the view that climate change is not a recent phenomenon. [25]

- Some appreciation of the idea of 'recent'.
- Geological evidence of changing climate's cycles – Examples of Ice-ages etc.
- Appreciation of climatic records over a long period of time – written records of hundreds of years.
- Scientific data in last 100 years gives a more complex view.
- Appreciation of growth of causes of global warming.
- Distinction between natural and human causes.
- Appreciation that current scale of causes may be a more recent phenomena.

(ii) How useful is short term weather forecasting? [25]

- 'Use' can be in terms of finances or decision-making.
- Individual value in relation to day to day events/decisions.
- Value in relation to business decisions [Agriculture/Transport etc.]
- Potential cost of bad weather.
- Links to specific industry e.g. agriculture, tourism, transport.

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 marks)
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 marks)
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.

Cold Environments and Human Responses

3 (a) Study Fig. 3. Suggest reasons for the growth of tourism in Antartica and why it is necessary to issue a Visitors' Guide. [20]

- Two distinct parts to the question – reasons for growth; and why it is necessary to issue a visitor guide.
- Reasons for growth:
    - Growth identified through data/still small in total.
    - 'Suggest reasons' implies any markable point which could be about access/awareness/economic or environmental factors.
- Visitors' guide:
    - Uses resource to identify key points.
    - Environmental factors.
    - Human impact on ecosystems.
    - Safety/Awareness of scientific population.

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (i) Explain the formation of fluvio-glacial deposits and suggest how their extraction might cause conflict. [25]

- Fluvio-glacial deposits might include:
    - Outwash plains
    - Kames/Eskers
    - Varves
    - Braided streams.
- Range of processes which include unsorted deposition (till), stratified drift (eskers/kames) and more sorted drift in outwash plains.
- Increased action and distribution by water.
- Resulting sands and gravels used in the construction industry.
- Conflicts arising from sand/gravel extraction on land/seabed.

(ii) How can the identification of specific landforms in highland areas show that an area was previously glaciated? [25]

- Focus will probably be on the United Kingdom.
- Clear identification of features and understanding of how the passage of ice created them:
  Features of erosion might include: Arête; pyramidal/peak; cirque; hanging valley; U-shaped valley; ribbon lake etc.
- Expect clear link between process and feature, rather than just a description of highland features for L4/5.

Level 5 (23-25 marks)
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 marks)
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 marks)
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.

Tropical Environments and People

4 (a) Study Fig. 4. To what extent is sustainable development promoted by schemes such as the Overseas Development Administration (ODA) Forestry Initiative? [20]

- Range of points from the resource which identifies the main points of the forestry initiative:
  - Limit deforestation
  - Conservation/management
  - Reforestation/agroforestry
  - research
- Appreciation of what terminology like deforestation/conservation/reforestation/agroforestry means.
- Understanding of 'sustainable development' and why the initiative may be considered sustainable.

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (i) Discuss the view that ecotourism is an effective method of development in tropical areas. [25]

- Clear understanding of 'eco-tourism' which uses examples to show how it operates.
- Appreciation of 'sustainable development'.
- Understanding of the fragility of tropical environments.
- Some locational understanding of exploitative means of development and their impact.
- 'Effective method' may be discussed in terms of scale and impacts - there may be an argument that it is not always very effective.

(ii) Consider the view that the long term implications of destroying tropical ecosystems outweigh any short term benefits. [25]

- 'Short-term benefits' may be considered both locally and nationally:
  i.e. local jobs/incomes
  national/export incomes.
- Some appreciation of the fragility of tropical ecosystems and how they can be destroyed.
- 'Long-term' costs may be considered in relation to loss of habitat or resources (potential resources – medicines etc.) Or in a broader sense (rainforest destruction – carbon balance/global warming etc.)

Level 5 (23-25 marks)
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 marks)
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 marks)
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.

Food Supply – Management and Change

5 (a) Study Fig.5. using Fig. 5 explain why inadequate food supply is not only related to physical factors. [20]

- Understanding of physical factors which may lead to food shortages.
- Understanding of economic/social factors which may lead to food shortages.
- Clear appreciation that food shortages are not simply a rural problem, and that rural/urban links/infrastructure are an important issue.
- Some appreciation of the balance of physical and human factors.

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (i) 'Undernutrition is a significant factor in limiting economic development in LEDCs.' Discuss. [25]

- What is meant by 'undernutrition'.
- Impacts of undernutrition on individuals in terms of health and wellbeing.
- Cost of dealing with undernutrition/linked health difficulties.
- Links to ability to learn/ability to work or work effectively.
- Links between levels of national health and economic development.

(ii) Consider the view that small scale agricultural systems are more likely to be environmentally sustainable. [25]

- Some consideration of what 'small-scale' (or large scale) might be. Could be subsistence or commercial. Be sympathetic to small scale commercial (family farms/organic farms).
- 'Small scale' can mean greater understanding of systems and closer working with them.
- Large scale can mean high input and a range of land/water based challenges.
- Subsistence farms often have to work in a sustainable way for communities to survive in the longer term.
- Other factors can influence environmental pressures; i.e. government policy, economic or social imperatives.

Level 5 (23-25 marks)
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 marks)
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 marks)
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.

Changing Urban Places

6 (a) Study Fig 6. Using Fig. 6, consider the view that decision making which includes local people is important if regeneration strategies are to be successful. [20]

- Historical context of urban planners making decisions/in isolation.
- Appreciation (using resource) of lack of success of previous planning decisions.
- Appreciation and importance of considering the people who are going to live in the area.
- Range of areas where involvement can take place from planning to final development.
- Importance of seeing housing as just one part of the community.
- Some appreciation of sustainable communities and why local involvement appears to have been successful.

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (i) 'Improving the economic base is the key to solving problems of multiple deprivation and social exclusion in cities.' Discuss [25]

- Expect observations about multiple deprivation and social exclusion for L5.
- What is meant by 'economic base?' Could be considered in terms of job opportunities/job diversification or infrastructure development (communications/health/education etc.)
- What are 'multiple deprivation' and 'social exclusion'?
- Multiple deprivation:
  An area in which the population is deprived in a <u>number</u> of ways.
- Social exclusion:
  People excluded from full participation in society because of their circumstances (linked to 'underclass' idea)
- Why are some areas in need of regeneration?
- What are the characteristics of deprived areas?
- Understanding of the more holistic planning approaches of the 21st century must bring into play a range of factors, including homes/jobs/infrastructure/security etc.

(ii) Evaluate the impacts of urban growth in one LEDC city you have studied. [25]

- 'Evaluate' suggests a balanced appreciation with some evaluative comment. Goes beyond descriptive for L4/5.
- Impacts can be positive and negative.
- Growth of economy - links to national Income.
- Concentration/Development of industry/opportunity.
- Impacts can be social/economic/environmental, including pollution/pressure on services/overcrowding/poor housing/crime/increasing mortality rates/employment opportunities etc.

Level 5 (23-25 marks)
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 marks)
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 marks)
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) Study Fig.7, to what extent does Fig. 7 answer the question 'can we have fair trade tourism?' [20]

- Identifies the issues considered in the resource, including:
  - Use of land
  - Use of water
  - Economic exploitation
  - Social/Cultural exploitation.
- The issue of the conflict between the economy and environmental/social factors.
- 'To what extent' may be considered in a spectrum between areas with severe exploitation to increasing awareness and managed development (expressed in the resource).
- Appreciation that tourism in any locational context tends to be exploitative.

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (i) Describe and explain the changes in the demand for tourist provision in the last fifty years. [25]

- 'Describe' could consider:
  - In terms of number of participants
  - In terms of number of holidays per year
  - In terms of types of holidays
  - In 'type' or 'fashion' terms.
- 'Explain' could consider:
  - Availability of access
  - Increasing incomes
  - Increasing notion of 'tourism industry'
  - Growth of tourism multi-nationals
  - Increased awareness of a range of opportunities
  - Greater information – ease of management.

(ii) Can tourism be managed in a sustainable way? [25]

- 'Can' might be considered using examples where an attempt is being made.
- Understanding of 'eco-tourism'/'sustainability'. (Shows clear understanding of sustainability for L4/5.)
- Pressures of tourism on similar areas might be used to make comparative points.
- Clear understanding of the economic/environmental conflicts involved.
- Appreciation of the growth of eco-friendly tourism.
- Appreciation of national strategies such as National Parks.

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 marks)
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 marks)
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.

The Globalisation of Economic Activity

8 (a) Study Fig.8. To what extent does Fig. 8 illustrate the economic and social impacts of transnational companies in LEDCs? [20]

- Consideration of a range of influences which range from the wholly exploitative to the increasingly community based.
- 'Impacts' can be identified as:
  - Economic) These can be both
  - Social) positive and negative
  - Environmental)
- Some appreciation of monitoring and lack of accountability in some areas.

Level 5 (18-20 marks)
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 marks)
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 marks)
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 marks)
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 marks)
Vague ideas which show very limited understanding of the question.

(b) (ii) 'Inward investment can have a significant impact.' Consider this statement in relation to one region in the United Kingdom. [25]

- One region in the United Kingdom can be considered in broad terms [Teeside/South Wales etc.] or in relation to specific regeneration areas [London Docklands/Cardiff Docklands]. However, the smaller scale might be self-limiting.
- What is "inward investment"?
- Links to transnational ideas.
- 'Significant impact' can be positive or negative.
- Focus may well be on the positive in relation to regeneration/economic diversification/environmental improvement etc.

(ii) 'The change in location of manufacturing is often linked to transnational investment.' Discuss. [25]

- 'What is 'transnational investment'.
- How important is 'transnational investment' – global locational perspective.
- Links to levels of development-changing employment structures.
- Uses examples to express change.
- Why do transnationals change their locational base?
    - idea, of outsourcing manufacturing
- 'Often linked' – some appreciation of other factors which might include:
    - Availability of resources
    - Government policy
    - Development of linked industry.

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 marks)
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 marks)
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.

GEOGRAPHY B (7833)

2691 - Issues in the Environment

	Question	A01	A02	A03	A04	TOTAL
CANDIDATES ATTEMPT ONE QUESTION	1(a)	8	3	3	6	**20**
	(b)	13	6	6		**25**
	2(a)	8	3	3	6	**20**
	(b)	13	6	6		**25**
	3(a)	8	3	3	6	**20**
	(b)	13	6	6		**25**
	4(a)	8	3	3	6	**20**
	(b)	13	6	6		**25**
CANDIDIATES ATTEMPT ONE QUESTION	5(a)	8	3	3	6	**20**
	(b)	16	6	3		**25**
	6(a)	8	3	3	6	**20**
	(b)	16	6	3		**25**
	7(a)	8	3	3	6	**20**
	(b)	16	6	3		**25**
	8(a)	8	3	3	6	**20**
	(b)	16	6	3		**25**
		A01	**A02**	**A03**	**A04**	
		(45)	**(18)**	**(15)**	**(12)**	**TOTAL 90**
		KNOWLEDGE	**UNDERSTANDING**	**APPLICATION OF UNDERSTANDING**	**SKILLS AND TECHNIQUES**	

Mark Scheme 2692
June 2005

1 Study Fig. 1.

(a) Outline the principal causes of soil degradation. [10]

The classic factors of soil formation and degradation are given in Sections A and B of the RB, so it is expected that these will form the basis of the answer to (a). The effects of wind, water, animals and man are all shown. An outline only is required, as this is a brief introduction to the next section.

Level 3 (9-10 marks)

Physical and human causes developed and/or organisation of material to show clear understanding of degradation.

Level 2 (6-8 marks)

Two causes outlined or some development of one more causes using an explanatory statement such as: 'washes the soil into rivers'.

Level 1 (1-5 marks)

Only one cause, but fully described, or more than one cause with no development – i.e. listing of factors.

(b) Evaluate the importance of these causes in different parts of the world. [30]

There is plenty of evidence in the RB on the effects of wind, water, animals and man generally, and specifically in Russia and Asia. Well justified choices from any region, however, can gain good marks. Res.6 summarises areas of severe degradation and the different causes. Res. 7a summarises the effects, naming regions (cropland in Africa and Central America, pasture in Africa and forests in Central America). Climatic background, population pressure and farming methods especially in marginal lands are all cited and LEDCs and MEDCs mentioned. Res. 9 may have prompted research into the Dust Bowl.

Level 5 (27-30 marks)

A well balanced evaluation of a variety of causes appropriately illustrated, with direct reference to the Resource Booklet and own knowledge evident for the top of the level. Indirect evidence can be accepted for the lower level 5.

Level 4 (21-26 marks)

A good, balanced essay that covers two different examples well. At least indirect reference to the resource booklet **or** own knowledge evident.

Level 3 (15-20 marks)

A moderate essay that begins to achieve balance in evaluation of two causes of degradation in different areas.

Level 2 (9-14 marks)

The essay progresses beyond description towards evaluation dealing with more than one cause and in more than one area.

Level 1 (1-8 marks)

A basic attempt describing one cause in more than one area, or two causes in one part of the world with little attempt at evaluation.

2 The case studies in Section C demonstrate the severity of soil erosion and degradation in Russia and Asia. Prepare a report for the United Nations under the following headings:

(a) The extent of the problem of soil degradation as illustrated by these areas or others that you have studied.

(b) Possible solutions at the local scale for small farmers.

(c) Possible actions at the national scale to allow development of sustainable options.

For solutions and actions you may use examples from other countries you have studied. **[40]**

- The Russian case study highlights the causes of soil degradation and its increasing importance.
- The Asian study emphasises the dire situation facing some countries in that soil loss is leading to food scarcity.
- Both studies give some suggestions as to the role that recording evidence, analysing it, and using data for policy making could play.
- Food imports, capital and technological inputs are also mentioned.
- Several ideas for soil conservation and improvement are provided.

Level 5 (36-40 marks)

An excellent answer that covers all three aspects with clarity and good use of the resource booklet and own knowledge. Reference must be made to sustainability.

Level 4 (28-35 marks)

A good report that recognises the distinctions between the problem, possible solutions at the local scale and actions at the national scale clearly. Points are developed to explain the solutions and/or actions, with specific examples.

Level 3 (20-27 marks)

The report begins to achieve balance between the sections and develops more than one point in each.

Level 2 (13-19 marks)

All three sections attempted but with a serious imbalance in depth. 'Extent' may be spatial (place) or quantity (proportion of land) or degree of severity.

Level 1 (1-12 marks)

One of the three parts of the report adequately addressed, or attempts at two parts.

3 'Human survival is the only concern in planning sustainable development.' Discuss. Use resources *other than soils* to illustrate your answer. [40]

This is based on the fourth Question for Investigation, how decisions about use of resources are made. Some candidates may fully agree that people are at the centre of decisions made, while others may regard the physical systems that provided the Earth's environment are important in themselves. The question of sustainability for future generations still has people at the centre, but includes the time element. The final article extends opportunities for debate. More than one other resource is required

Level 5 (36-40 marks)

A balanced answer written in almost faultless English illustrated with named examples of resources and good understanding of issues involved.

- At least two resources considered in depth.
- A wide and balanced range of examples considered.
- Place specific detail used to support points made.
- Structure is well ordered and logical throughout.
- A synoptic element is evident.

Level 4 (28-35 marks)

A good answer that demonstrates knowledge and understanding of two resources, but with some imbalance in depth.

- Some place specific detail used to support points made.
- Structure is well ordered and logical in most parts.
- English expression is largely clear with only minor lapses.

Level 3 (20-27 marks)

- Shows an understanding of the issues involved in planning sustainable development, and begins to achieve balance in discussion with moderate development of case studies.
- Use of English is moderately accurate.

Level 2 (13-19 marks)

- A more developed answer that makes one point on both human survival and planning for sustainable development with reference to one resource and one point on a second resource.

Level 1 (1-12 marks)

- A basic answer which may address only one resource and either human survival or planning for sustainable development. (Max L2 if no second option).

REPORT ON THE UNITS
June 2005

Chief Examiner's 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 sustainably. As such, the use of contemporary examples is important considering future geographical challenges.

The June 2005 examinations were sat by a significant number of candidates in all the units. There were a number of resit candidates in all of the units and it was evident that a significant proportion of these candidates improved their performance.

Principal Examiners have expressed the view that candidates were generally well prepared in terms of both subject content and examination technique. Standards appear to be quite consistent relative to the cohort being examined. In some of the units a marginal improvement was noted in the lower mark ranges and there were fewer very poor responses.

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

2687: Physical Systems and their Management

AS level examinations seek to build on studies already undertaken at GCSE, so it was pleasing to see that this extension in understanding and knowledge has generally been attained. The level of difficulty was considered appropriate for candidates at this stage.

Section A (60 marks)

There was a choice of two from three questions in this section, one from each of the three sub-units. Each of the three questions followed a similar pattern. Resources were provided for data response. In parts (a) and (b), both worth 9 marks, the resources were used to test skills of interpretation and the application of knowledge and understanding to unfamiliar contexts. Part (c) required candidates to show their knowledge of aspects of the Specification for 12 marks, and case study material was valuable here.

Section B (30 marks)

The candidate had a choice of one from two longer essays, which offered the opportunity to draw on more than one element of the Specification. The elements tested here were skill in constructing an extended piece of writing, using evidence from their own studies and communicating their ideas using appropriate terminology, and possibly incorporating diagrams. Both essays were of similar demand, drawing on the Questions for Investigation or Key Ideas and Concepts from the Specification.

There appeared to be no combination of questions that presented greater demands than another, nor was there evidence of misuse of time, with candidates making appropriate use of the space available as a guide. It is advised that this report is read in conjunction with the mark scheme.

Section A
Answer **two** questions

1. Atmospheric Systems and People

(a) Study Fig.1. Are there any patterns in the occurrence of extreme temperature events (for example, of space or time)? Use evidence from Fig. 1 to support your answer. [9]

Practice in observing weather maps can be one of the most useful techniques to aid the understanding of weather systems. The meteorological office and other weather related web sites are a fund of different types of information that can enliven the teaching of the subject. Some patterns are evident on this map, but not many, and candidates should not be afraid to say if there is no apparent pattern. As with field work, sometimes not finding the expected is the best answer, and practice with data should alert them to the drawbacks of limited sets of data. Simply answering the question and selecting appropriate evidence from the resource is all that is required. Still too many candidates feel that an answer must require an explanation, but there was no command requiring them to do so.

(b) Explain how stable air conditions may cause both the highest and lowest temperatures to occur. [9]

Air stability and instability is clearly listed in the key ideas and concepts of this study section. There was a great deal of confusion over the terms, with many candidates relying on well learned characteristics of air masses, (a question that appeared on last year's paper), but without applying them to the concept of stable air and anticyclones.

(c) Why is Britain's weather so variable? [12]

One of the joys of the British weather is its variability: why else is it so frequently a topic of conversation? Much of the focus of this study unit is on the British Isles' weather and climate, so all the factors affecting it should be well known by students at this level. Weaker candidates repeated information they had used on air masses in answer to section (b) but did not extend their answer to include other influences on the weather.

2 Landform Systems and People

(a) Study Fig.2. Describe how these processes interact in a drainage basin. [9]

The first and second of the Key Ideas and Concepts is tested here. It would seem that individual landform features are taught, individual processes are taught, but the pieces of the jigsaw that make up the whole landscape are never fitted together. None of these elements can operate without influencing each other. The area least well understood was weathering, still so often confused with erosion. Some candidates had the right idea:

Weathering such as freeze-thaw action changes the shape of the land, particularly exposed areas of rock, forming scree slopes. Due to weathering and slope processes, rivers can end up carrying a lot of sediment and an increased load.

A few more ideas to link together the processes within the drainage basin, possibly expanding the idea of the shaping of the valley by weathering and mass movement followed by removal of the material by the river would lead to a full answer worth nine marks.

(b) Explain, using an annotated diagram, how the drainage basin system transfers water from the atmosphere to the sea. [9]

It is pleasing to see that diagrams are improving and can be well annotated. Some, however, interpreted the question as a diagram of relief rainfall, or the hydrological cycle from KS3 studies rather than the system of transfers as required by the question. Some were not quite sure whether to draw a three dimensional diagram and ended up trying to combine it with a cross section that could just about be understood. 'From the atmosphere to the sea' did not require the reverse process (from the sea to the atmosphere). Such phrases are used in order to try to reduce excessive demands on the candidate's time while allowing the opportunity to show some detailed knowledge in the answer.

(c) Using named examples from a British river basin, explain the formation of **three** valley landforms. [12]

There was much evidence of good practice in the selection of river basins which had been studied in detail. Named landforms or precise 'place' was achieved by a few candidates, (those who gained maximum marks), but the majority could adequately explain the formation of at least two landforms, some using good diagrams to illustrate the features.

3 Coastal Systems and People

(a) Study Fig. 3, the OS map extract provided. Use map evidence to describe the coast line from Worms Head (384 877) in the west to Port Eynon Point (474 844).[9]

Map skills questions have now appeared on every paper in the Specification, and rightly so as they give so much information on so many topics. Wherever the stretch of coastline is that is chosen for study, a basic tool for study is an Ordnance Survey map. Photographs to assist interpretation can be helpful is a visit is not practicable, but such a clear picture and such detailed information is available on maps of various scales they should not be ignored. As a key is provided, there should be no difficulty in simply describing a stretch of coast. Yet a frequent mistake was to identify both Worms Head and Port Eynon Point as spits when they are clearly marked as rocky areas with considerable height indicated by the contours at Worms Head. It should also be noted that not every question on coasts needs to be linked to management.

(b) Explain the differences in wave action and their effects that may occur at Oxwich Point (513 851) compared with Oxwich Bay. [9]

Several candidates could identify differences between headlands and bays, but were less secure on how wave action worked on each area. The concept of wave refraction was understood by some, but most answers relied on constructive and destructive waves with erosion and deposition described.

(c) Contrast a dune ecosystem and a coastal wetland ecosystem, using named examples. [12]

The requirement to study 'distinctive ecosystems' in coastal environments (with dune and coastal wetlands specified) appears in both in the Key Ideas and Concepts and Places, Environments and Scales for Study. Thus it is disappointing that very few candidates could give any detail on the plant successions in either area. 'Names' of the ecosystems were needed, and they could have been taken from the map! Many candidates could say something about how dunes are formed, but nothing about the ecosystem. Again, many wandered into management, which was not required.

Sand dune ecosystems develop and the dunes mature. Mature dunes (grey) have more nutrient than younger (yellow) dunes. The plant species … need long roots to get water…This is different to coastal wetland ecosystems. These need to be able to survive in water for long periods of time, such as algae.

This candidate started off on the right track, but could not develop the ideas any further, nor could name any examples, limiting the marks available to Level 1, even had more plants been named or details of the ecosystem given.

Section B

The essay section requires some synthesis of the whole module. Several physical processes are common to both coastal systems and landform systems, while atmospheric systems provide the energy and factors that contribute to those processes. A further common thread is in the third Question for Investigation for each study section: 'To what issues, responses, and management strategies do these interactions give rise?'

Either
4 Explain the interactions that exist between people and two or more physical systems. [30]

This essay was the less popular of the two, but triggered some good responses. Several other answers could have been improved by the use of specific case studies. The instruction on the front of the question paper should always be applied, that credit will be given for sketch maps, diagrams and examples of places which you have studied. Most candidates used river management as their main interaction, with coastal management being the follow up. Almost all focused on people controlling the environment rather than considering how human activities are often influenced by the physical conditions; a possible subject for further debate.

Or
5 Flood control may be required in river valleys and in coastal regions. Use examples to explain why such management may be increasingly necessary. [30]

There were some excellent case studies of river flooding, although the control aspect was not always addressed, and some responses thus would have been better answers for question 4. Coastal flooding was less well covered, with a surprising number of candidates confusing management to protect against cliff erosion with management of the flood threat. A further point that should have been made concerned the term 'increasing'. Catchment management and flood control from the Landform Systems study section should involve discussion of the reason why river floods are becoming more of an issue. Future sea level change is also clearly a topic to be studied

Planning of essays is still not as evident as it should be. The teaching of essay structure should continue throughout the AS and A level course. 'Logical and balanced' is a phrase often used in mark schemes towards the higher levels, and consideration is given for the accuracy of spelling, punctuation and grammar, including the use of correct geographical terminology. It does help to provide a sound basis for the A2 papers and enables candidates to reflect their understanding of the excellent teaching that is going on in so many Centres.

2688: Human Systems and their Management

General Comments

The entry was similar in number to that of Summer 2004. The majority of candidates had been appropriately entered. Even though a small number of candidates were below the standard required for an AS award, they were not far short. In fact, almost all those candidates left either whole questions out, or attempted only some parts of a question. A good number of very high marks were scored and there was some very good Geography demonstrated at the top end.

The structure of the paper was unchanged from previous sessions. Full details of these can be seen in Summer and Winter reports for 2003. The range of abilities tested was the same as for previous sessions. Section A part (a) questions were mainly informed description in a geographical context, often, but not always related to a resource that was provided. Section A part (b) questions require explanation, usually from recalled information but sometimes related to a resource. Section A part (c) questions also required explanation and usually asked for specific case study material to support the answer. Section B questions were quite broad, allowing candidates to draw from case study material from several sections of the specification. No one 'correct' answer was being sought, but candidates were rewarded on their ability to organise information relevant to the topic, weigh the evidence available to them and support judgements made.

There were few rubric errors. Where they did occur they almost always involved answering all three Section A questions. As ever, all answers were marked, and credit given to the highest scoring answers allowed within the rubric.

There were some areas of noticeable improvement. A much higher number of candidates used sketch maps and diagrams in their answers. These often added a great deal to the answer. A large number of candidates used the space left for planning the answer to question 4 or 5. In some cases it was clear that this had helped in organising the answer. In other instances where a candidate had been quite rushed in writing the answer, and had produced quite a brief response, further credit could be given from a well-organised plan.

Several answers were word-processed, and were easy to read. There were other candidates who might have benefited from taking this course. There were some instances of handwriting that was very difficult to read. English expression was generally sound. There were few instances where the expression was so poor that it was unclear what was intended.

Candidates did respond to command words better than in previous sessions. It has been noted in previous reports that candidates sometimes provide explanatory answers when they have been asked to describe. Although this still occurred, and will probably always feature in some answers, it was less common than in many previous sessions.

Examiners reported that there were some brief answers to section B on otherwise very good scripts. This suggested that time had not been managed well. The very brief and unfinished answers could not be credited very highly.

Comments on Individual Questions

Section A

1.

(a) Use Fig. 1 to help describe the impact of plant closure on communities and regional economies. [9 marks]

Most responses were in either Level 2 or 3 here. Those that achieved only a Level 1 mark usually just repeated some phrases from the resource with very little development. Many candidates illustrated their answers from examples they knew and usually scored well, although this was not necessary in order to gain high marks. To reach Level 3 candidates did need to make sound comments on both communities and regional economies. Those scoring in Level 2 often neglected one of these aspects at the expense of the other. It was good to see that most candidates confined themselves to description. Credit was given to candidates who described a range of impacts that were linked in an explanatory way, for example: '*Many people are unemployed and have less money to spend, so they spend less money in local businesses like restaurants. This reduces the profits of these services and they might have to get rid of some staff or even go out of business. This causes a downward spiral in the local economy*.'

(b) Explain how changes in technology and business organisation have affected the number and location of plants in an area you have studied. [9 marks]

This question was a good discriminator. Candidates who knew of the impacts of a change in technology or business organisation found it fairly easy to score marks here. Most candidates were able to identify an area where either new plants had been established or old ones closed. Some found it difficult to identify the nature of change in technology or business organisation. Examiners took a wide definition of 'plants', so factories, offices and even mines were accepted provided they were linked to technology and business organisation. There were a number of candidates who made a sound attempt at, usually, technology change, but then did not go on to consider number and location of plants but the change in number of employees. It was pleasing to see the number of answers that covered changes in information technology. There were some excellent answers using 'just-in-time' organisation. '*Toyota established a plant at Burnaston using just in time methods. This needs suppliers to send parts frequently, and often have to make minor changes Toyota want. Being close by helps do this through face to face contact and has increased the number of component manufacturers in the area*.' A common error was to continue the theme of part (a) and write about impacts on employment.

(c) Using one or more examples that you have studied, explain how inward investment has put pressure on services such as housing, transport and rural land. [12 marks]

Candidates who had a clear understanding of 'inward investment', and knew of an example, had little difficulty in reaching Level 3 here. Some candidates were unsure about the 'inward' part of the investment, but had good knowledge of cases where some form of funding in an area had resulted in the pressures listed in the question. These often scored up to the top of Level 2. Answers that were confined to Level 1 were usually very general and involved no real places, or referred to, for example, London, without identifying any specific area of source of investment. As is often the case, good place specifics help achieve Level 3. The following was from an answer on US branch plants in Mexico: '*The houses were built on rural land so it decreases the amount and farmers have complained because irrigation systems have been badly hit, which reduces the farmers ability to grow crops*.'

2.

(a) Describe the land use changes in urban fringe areas resulting from the decentralisation of functions. [9 marks]

To respond fully to the question, candidates needed to make the change clear, identify the land uses and make it clear that the change was a result of decentralisation. It was not necessary to identify a specific place example to gain full marks, but those who chose to answer that way often found that it was fairly easy to reach Level 3. Level 2 answers often identified current uses but did not indicate the change and/or did not relate the uses to decentralisation. At Level 1 candidates identified only one use or were very vague with more. Level 1 answers were very uncommon here with many good answers seen. Typical of good Level 3 answers is the following, '*Shops have moved out from the city centre to White Rose Shopping Centre. Before the centre was located here, the land use in place was just farmland*.'

(b) Explain how the changes shown in Fig. 2 have had an impact on the need for housing provision within the UK. [9 marks]

For most questions candidates responded well to the command word. Although some good answers were seen, many candidates did not fully explain. The main weakness was that once it had been stated that the need was for more housing, figures were extracted from the resource as if the link was self-evident. '*There is a big impact on houses. This can be seen from the increase in single parent households*.' Better answers stated, '*There is an increase in divorced or separated couples. As each partner will want a house, more houses will be needed*.' Whilst most candidates recognised that the decrease in household size created a demand for more houses, '*As the average household size has gone down more houses are needed for the same number of people*.', some saw it as evidence that it lessened the need for houses. *'All the changes except average household size show more houses are needed because it was the only one to go down*.' However, Level 1 answers were not common and most candidates scored in Level 2.

(c) For an LEDC that you have studied, outline the roles of individuals, groups and government in urban planning and decision making. [12 marks]

This question produced a wide range of responses. Candidates with good case study knowledge found it fairly easy to identify the involvement of each set of actors, and usually how they overlapped, worked together or conflicted. Such answers usually had a great deal of place specific detail. The planning was sometimes rather implicit in what was described, but could clearly be recognised and this was not a barrier to high marks. Level 2 answers often made reference to an appropriate city at some point, but much of the remainder of the answer could have applied to one of many cities. Level 1 answers tended to dwell on the pressures resulting from rural to urban migration and sometimes read more like an answer to question 3 (c). Those reaching Level 3 were quite place specific, even if not naming districts or specific groups, for example: '*The government provides good basic building material for individuals to improve their homes. But they often don't have the right skills so foreign charities have organised workshops where people can learn things like bricklaying free.*'

3.

(a) For one of the countries in Fig. 3a, describe the changes in birth rate, death rate and rate of natural increase as the country moves from one stage of the Demographic Transition Model (DTM) to another. [9 marks]

A few candidates found it difficult to relate changes in birth and death rates on the table to any stages. In those instances two common responses were to describe the model without reference to any country, or take the first country (A) and assume it was changing from stage 1 to stage 2. Candidates taking these routes got into a great deal of muddle and often were unable to score beyond level 1. Most candidates were able to match two stages to one of the countries. Those who did not reach level 3 either ignored natural increase or dealt with it so briefly or superficially that its change was far from complete. Some able candidates summed up all the changes very briefly, taking little more than a third of the writing space available, yet scored full marks. '*Country B is moving from stage 1 to stage 2 as the death rates have fallen significantly while birth rates have stayed consistently high. This has caused the rate of natural increase to become high from no increase at the start.*'

(b) Explain why the DTM as shown in Fig. 3b may not be applicable to every country in the world today and in the future. [9 marks]

There were some excellent answers here, but a few that found the question very demanding. No one particular exception was necessary for full marks, only well argued material that supported its inapplicability. That some countries may skip stages (South Korea being the commonest example described) and that others are entering a fifth stage beyond the usual four (Sweden frontrunner ahead of Italy) were the two most common. Candidates who did not score highly here often used reasoning that in fact supported its applicability, '*As women become more educated they more often have a career and so have less time to have a family*.' One superb answer took the line that within large developing countries such as Brazil, some areas within the country could be identified with every stage. This was well supported by place detail and easily reached Level 3.

(c) For an LEDC that you have studied, describe and explain the pattern of internal migration. [12 marks]

Brazil was the most popular example selected for this answer, and there were some very competent answers written. This was a question for which a large number of candidates chose to use a sketch map to aid their answer. Some of these maps, that also had good annotations, were worthy of almost full marks in themselves. Level 3 answers usually were specific on source and destination, push and pull reasons, and some further characterisation that might involve scale, nature of migrants or intervening steps, for example: '*Droughts in the north east have made it hard to make a living so people especially young males have moved to Rio de Janeiro where TNC factories have created many job opportunities*.'

Section B

4. Is rural and urban planning mostly reactive or proactive? Justify your answer. [30 marks]

This was by far the less popular question in section B, yet amongst those selecting it, some very high scores were seen. No one, particular 'right' answer was required. Answers that argued a case, and used supporting case study material, were well rewarded. A number of well informed candidates found that as they developed their answer, their case studies could be used to argue both ways. These candidates were able to develop strong and convincing answers. Perfect balance was not necessary, but those who could see that there were two sides easily achieved good credit. For very high marks some consideration of both urban and rural was needed. Another rewarding approach came through comparing the experience of both LEDCs and MEDCs. Two extracts from the same answer that took this approach and achieved Level 5 follow. '*In Rio de Janeiro a satelite town has been built allowing the wealthy to move out. ….. These 'site and service' schemes by the council help improve the standard of living in the favellas. However both these projects have been a reaction to the massive influx of people from rural areas*.' And later, '*As counterurbanisation increased around Bristol it was predicted that much more housing would be needed. South Gloucestershire gave permission for rural land to be used and areas such as Cribbs Causeway for shops and Bradley Stoke for houses were built. Although this was proactive it could also be considered as a reaction to counterurbanisation*.'

5. 'Differences between MEDCs and LEDCs in economic development and population growth remain largely the same despite major changes in the location of economic activity.'
How far do you agree? [30 marks]

This question was open to a wide range of approaches that could be equally creditable. No one approach was more popular or more successful than any other. Some chose the changing locations of economic activity as their starting point, and associated level of development and population trends with these activities. Others took different levels of development as an initial consideration and then introduced ideas related to population and globalisation. Yet others looked at population growth and distribution, and tried to find patterns of development and economic activity that corresponded with these. The kind of detail that achieved Level 5 can be characterised by the following. '*In China an increasing number of people work in factories more than in fields. They find extra children are now an extra cost instead of extra help on the farms. This has helped the one child policy to reduce population growth. The government now has more tax to spend on health. This is helping to narrow the gap between China and MEDCs.*'

2689; Geographical Investigations 1

GENERAL COMMENTS

The overall standard of the paper demonstrated some improvement upon January 2005 and June 2004. Candidates are generally able to address all the assessment objectives of the Report. Where a choice exists (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 new content. Question 4 presents the challenge of a varying format and content of question between sessions. There was no evidence that Candidates who had studies coasts performed any better than those who had not, since the material is covered by the AS modules.

The Report

Guidance given to Candidates: As expected, nearly all Reports are guided by the Centre or a field centre with group collection of data. These Reports, to some extent, reflect expertise of the Centre or field centre. However, there is scope in the assessment criteria for differentiation by outcome to take place, for which there is adequate evidence. 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.

Length of Report: There was an increase in the number of rubric infringements, concerning the 1,500 word limit. 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: A maximum of two pages of relevant figures in support of the text is required. There is considerable 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 no benefit from presenting the same data in more than one way. Figures should not be photocopied and reduced in size in order to continue to submit excessive quantities of data. The inclusion of raw data such as field notes and completed questionnaires is not required. However, guidelines for assessing, e.g. environmental impact, are useful.

Content: A maximum of three hypotheses gives the most successful outcomes, as this enables deeper analysis and evaluation than is possible with more than three hypotheses. 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. The majority of Reports covered physical topics, typically rivers, coasts or psammomeres. Human geography Investigations were generally based on the CBD or urban environment. Nearly all were field centre or Centre led.

Benefit 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.

Preparing for the Report: A good set of field notes can provide valuable explanations for the outcomes of the data analysis – particularly any anomalies that are present.

The Written Paper

The majority of Candidates used their Reports constructively in order to answer Question 1/2/3; lower ability Candidates tend to repeat material from the Report. Candidates who had carried out comprehensive evaluation of errors and improvements in their Reports were vulnerable to repetition. 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 for the Candidate to apply their knowledge of three stages in an investigation to a new location. Photographic resources were used for the first time on this paper, to which many Candidates responded well. The resource itself – a coast with a beach – was familiar to Candidates in Modules 2687 and 2688. Differentiation in the answers was achieved through their understanding of the general principles of conducting an Investigation and the extent to which the resource material was considered. Most Candidates referred directly to the data supplied at least once in their response. 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.

There was a slight fall in consistency of quality between questions, particularly for intermediate and low quality Candidates.

DETAILED COMMENTS

The Report

These 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.

1) Coursework Cover Sheet CCS205

(a) Cover Sheet CCS205 must be used (it replaced GCW024 in September 2004).

(b) A Cover Sheet was used by most Centres. It is used to identify the context of the studies, the conduct of group work and special circumstances relating to the conduct of the study.

(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. Text presented as sentences or detailed notes in tables are included in 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 previous sessions. Stronger Candidates constructed fluent and well argued Reports that were able to link practice with theory and expectations in accepting or rejecting hypotheses. Weaker Candidates included little analysis and the structure was poor, often written in essay

style without clear headings. Often the hypotheses were weak or ignored in the remainder of the Report.

(b) There were very few Candidate driven Reports. As expected at AS level, these tend to be less robust than Centre led Reports. Most Reports represent a substantial development from GCSE, showing 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 is not adhered to. However, this technique is highly effective when used carefully.

(c) The recommendation for two pages of ***supporting material*** was still not adhered to by a substantial proportion of Candidates. These 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 map extract should show the location of the investigation and/or sampling sites.
- ☑ 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, e.g. if 10 river cross sections are made, they should be presented on the same page at the same scale.
- ☒ 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) More Reports exceeded 1,700 words, demonstrating a deterioration. The word count must be adhered to and an accurate word count is to be stated. This promotes equity for all Candidates. It should also encourage the Candidate to think carefully about how to use the word resource effectively.

(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 fewer Candidates than in previous sessions – this approach often makes the structure of the Report less methodical and more difficult to understand.

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, when stated, continues to be misunderstood. *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 variable 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**, e.g. environmental impact.
- ☑ 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 and is relevant to the hypotheses.
- ☑ State when **supplementary data** (i.e. secondary and anecdotal evidence) is used to support the interpretation of data. *This is 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 converted to metres per second.
  - Make sure *both* variables are ranked from high to low (or low to high) 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 fundamental 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:

- ☒ Used 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.

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 fewer attempting Question 3 and few answering Question 2. Nearly all Candidates clearly understood the requirements of the questions. 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 responses 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 May 2005 repetition from the Report was a risk with all questions.

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

Indicative content: possible planning errors include: the wrong type of sampling has been used; the sample size was too small; inappropriate types of data were collected; some variables were redundant; there had been no pilot survey; there had been no site visit to check accessibility. Improvements would look at alternatives to the stated errors and how they would be carried out.

Qualities of A grade Candidates: either two or more data collection errors and their improvements and improvements are discussed well / quite well; or more data collection errors and/or their improvements are discussed in less depth. The two parts of the response are well balanced, relevant and relate to the investigation. The Candidate applies the improvement realistically to their own Investigation.

The majority of Candidates were able to identify two or more errors made when planning data collection and then went on to suggest solutions that would improve the planning. Typical responses referred to the sample size and inappropriate types of data that had been collected. Some noted that a pilot survey should have been carried out. 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. Others suggested a completely different investigation as the solution to planning errors or discussed how the data was collected in the field rather than how it was planned or identified errors but did not suggest how they could be overcome.

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

Indicative content: geographical theory is stated in more detail than in the report; "To what extent" invites the candidate to show how well the investigation corresponded or did not correspond: e.g. small sample size, different sampling framework, type of area studied, data collection errors.
Qualities of A grade Candidates: The results are explained well / quite well in relation to geographical theory. The answer is generally logically ordered and well presented. There is reference to correspondence and non correspondence with geographical theory.

Candidates who had a thorough understanding of their Report and geographical context were able to answer this question successfully – they expanded upon the theory outlined in the Report. Candidates seemed to be able to write about the associated theory, but did not relate it well to their investigation; in some cases there were no references to the Report at all. Otherwise competent Candidates did not gain high marks due to repetition of material from the Report. Moderate Candidates did not use local site information from their investigation to explain why the theory had not been met. Weaker Candidates wrote about their expectations and how their investigation met or did not meet their expectations, rather than related to accepted theory; others discussed how measurements were taken. In some instances Candidates attempted this question having completed an investigation whereby it would be very difficult to apply to accepted theory.

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

Indicative content: possible criteria for selection of another location: degree of geographical similarity of area studied (could be very similar or very different – each present its own problems when comparing with elsewhere); the sampling methodology and sample size used are considered; temporal factors are considered (e.g. changing human/physical factors over time, the ability to measure variables in the same way at different locations).

Qualities of A grade Candidates: *Either t*wo or more relevant criteria are discussed well / quite well; *or* more relevant criteria are discussed in less depth. The response demonstrates understanding of experimental control, in relation to some or all of practical issues, sampling methodology and measurement techniques; and temporal issues.

More able Candidates were able to justify criteria for a second study which would provide a satisfactory comparison. Most Candidates selected a new location, although weaker responses only considered a different site nearby, such as on a river. Issues such as the size and geographical characteristics of the comparison location were discussed by competent Candidates. Few considered temporal problems to be overcome. Weaker Candidates produced unconvincing answers that repeated the Report, suggested a very different investigation or

only gave a very weak justification. Some also suggested a new set of variables which could not be compared with the original study.

4) Photographic resources were used for the first time on this paper, to which many Candidates responded well. (i) was the least popular option – it was most favoured by Candidates that had undertaken a human or climatic investigation. (ii) was answered more thoroughly, being more able to apply the planning and data collection process to the hypothesis. Overall, there was limited justification of sampling strategies. Few considered a pilot study. Weaker Candidates thought that the two photographs were different beaches, indicating that the supporting information had not been read. More able Candidates made appropriate use of the supporting information to suggest a realistic number of transects (between 6 and 12).

Indicative content: *Plan data collection, including sampling strategy*

Primary field collection data: a sampling strategy is developed and justified including the accessibility and safety of sites. The sampling methodology for the environment may be objective or subjective (e.g. litter, noise, visual factors, overall quality assessment, opinion survey) whilst systematic or stratified systematic will be used for visitor numbers. The sampling methodology for particle sizes with change in gradient will be systematic or stratified systematic. The number of sites along the beach and up the beach profile are discussed. Secondary data sources include the Environment Agency or local authority may have data, e.g. visitor numbers, litter counts.

Carry out data collection, including measurement techniques

Primary field collection data includes a pilot survey. Data is collected for the whole beach on one day, with measurements taken from the high to low tide mark. Ideally data collection is repeated over a period of time such as different seasons and, for visitor numbers, different days of the week. For the environmental and visitor numbers survey, quadrats are used for some environmental data, e.g. litter; visitor numbers are counted (or found from secondary data). For the particle size and gradient the procedures for using measurement instruments is described. Problems may be discussed, e.g. selecting a time when the tide is out; litter may be washed up from other beaches, poor water quality may result from problems elsewhere, difficulties with subjective assessment; instrument failure. The method used to collect secondary data is described, if it is possible to that information.

Identify methods of representing the data collected

An appropriately scaled and labelled map will show the data collection sites.

For the relationship between visitor numbers and the environment, scatter graphs with lines of best fit and/or Spearman's Rank can be calculated for the whole beach for each collection day. Scatter graphs / Spearman's Rank could show subsets of days of week and/or season. Bar charts/proportional circles can be plotted on a map. For the particle sizes, a series of beach profiles with bar charts/proportional circles will show variation in sediment size. Scatter graphs with lines of best fit and/or Spearman's Rank can show sediment size against gradient.

Qualities of A grade Candidates: the Candidate outlines and justifies a clearly appropriate investigation, location(s) and sampling strategy using the photographs. The answer is developed by referring to, e.g., procedures to be followed in the context of the particular investigation; alternative sources of data (e.g. secondary data). The method of measuring the variables is described in detail. The answer is developed by referring to, e.g., local circumstances; possible experimental errors, the conduct of a pilot survey. There is a good description of two or more appropriate methods of representing the data.

(i) Many Candidates entered Level 2; few entered Level 3; some remained in Level 1. Some Candidates did not address all three stages.

More able Candidates confined themselves to just considering one aspect of the environment (usually litter) and visitor numbers. They also considered the problem of collecting data simultaneously at numerous sites. Variation along the beach was not discussed well, with many Candidates only sampling at either end of the beach. The use of secondary data was sometimes inappropriate as the sampling location of visitor surveys did not match those of the proposed investigation. Sampling strategies were often ignored. Less successful suggestions looked away from the beach for data, discussing the number of visitors to car parks or erosion along footpaths or a vaguely discussed water quality, which could not be related to variation along the beach. Limited attention was paid to the supporting information that was provided in the question and the photographs were often ignored. Questionnaires were often vague or inappropriate, e.g. they did not consider the position along the beach or were made at a car park. Data collection was often vague, e.g. the content of questionnaires was not always relevant to the data required. Data presentation suggestions often did not consider the data that had been collected.

(ii) Most Candidates reached the middle of Level 2 for all three stages; a good number entered Level 3; very few remained in Level 1. Nearly all Candidates addressed all three stages.

Sampling strategies were used by many Candidates, but as with (i) not enough attention was paid to the photographs and supporting information (although this was used better). More able Candidates considered the problem of how to deal with tides and confined their response to measuring the beach itself – with some considering the problem of seaweed covering the particles and also the varying transect lengths due to solid rock outcrops. They also sampled along and up the beach. Very few noted that if repeat surveys are to be carried out, the transect positions need to be identifiable. Some Candidates gave a detailed description of how to collect the data, but this was sometimes at the expense of detail for planning and data representation. A number of weak Candidates rewrote and worked to their own hypotheses, thereby ignoring the question – this tended to occur when a beach study had been carried out. Weaker Candidates deviated into a discussion of what had caused the current beach gradient rather than measuring it. The section on data presentation elicited some good answers, e.g. they considered scatter graphs and bar charts located on maps. However, it was not always clear how the data up the beach was to be represented or transect averages were made which would eliminate the impact of the gradient on particle size. Few discussed how to measure sand size (as opposed to larger particles such as shingle).

2690: Geographical Investigations 2

General Comments

The overall standard of individual studies was slightly lower than in previous sessions. Whilst many candidates achieved sound marks in the level 2 and lower level 3 ranges, fewer candidates achieved very high scores in the upper level 3 range. The general format for the report was followed very well and most Centres now seem to have a firm grasp on the requirements for presentation. Again very few Centres encouraged their candidates to follow the IT route of enquiry. Field trips for the collection of primary data remain the most popular and most successful route, and complement the work covered in Geographical Investigations 1. Human topics were opted for over Physical, but tended not to display as varied data collection methodology or analysis. Many Centres seem to be encouraging their candidates to use statistical tests very successfully in their analyses. Marking, for the most, was accurate although the familiar pattern of over marking at the top end and harsh marking at the lower end of the scale did emerge.

General Administration

Most Centres adhered to deadlines and submitted accurate paperwork. There are, however, still a few clerical and transcription errors creeping through. It is imperative that the **MS1 Form** is sent with the sample of coursework and is completed clearly. A number this session were extremely difficult to interpret.
Authentication Forms must also be submitted with the sample. These can either be attached to each candidate's work or submitted as one sheet confirming overall authentication by the school. Failure to submit this paperwork slows the moderation process and could jeopardise final marks.
Re-submission of individual studies is permitted and it is expected that either the candidate will have taken the opportunity to make improvements to the their work or that the assessment criteria will have been re-applied to establish a more accurate mark. Candidates should be encouraged to improve their re-submission.
Format of the coursework cover sheet has changed slightly and will be in place for use for the January 2006 session. A comments box has been added and markers are encouraged to use it. The more comments and annotations the easier it is for the moderator to understand the application of the assessment criteria.

Application of Assessment Criteria

Generally most Centres have grasped the idea of level criteria marking and apply them very well. Use of marks sheets or criteria checklists are encouraged so as to ensure accurate coverage of all aspects of the study. The list of criteria is by no means exhaustive, but if followed will give good guidelines for marking. Markers' comments on the candidates' work with ideas about levels achieved are strongly encouraged and greatly aid the moderation process. Internal moderation, if possible, is also a useful indicator.
Most problems and difficulty with interpretation of assessment criteria seem to occur in the Level 2 area.

1. Selecting, reading and acknowledging the sources of extended documents and secondary sources from the Design and Data Recording section.
Ideally references to these sources should be made at the point of use and again in the references and acknowledgements at the end of the study. Some Centres gave merit for this on the basis of very thin evidence. The mere presence of an image or quotation from a text that is not sourced or tied in with the discussion, or implicit

knowledge of references having been consulted does not warrant the awarding of full Level 2 criteria.

2. Identifying error and bias in the Data Analysis and Evaluation section.
These criteria seemed to be skimmed over many times and duly awarded Level 2. At the lower end of the scale strengths and weaknesses will no doubt be discussed, but at the higher levels one would expect some discussion about some analytical problems that may have occurred in addition to methodology problems.

3. Geographical Understanding and Application of Knowledge.
Understanding the wider geographical relevance and applying a good geographical knowledge were not always apparent, but awarded marks. Establishing a firm focus in the introduction and addressing the geographical context of the study can ensure these. Many candidates were adept at providing ideas for extensions to their studies.

Choice of Topic
A wise choice makes life much easier for both candidates and markers. Candidates are advised to choose topics that will yield plenty of opportunity for a varied primary data collection and ample scope for data presentation and analysis. It will be appropriate in many cases to build on the work that has been covered in Geographical Investigations 1. Physical topics always provide for good data collection and design methodology. A word of caution about river studies – candidates need to plan these extremely carefully around a very clear and precise focus. The many inter-related variables involved in these studies often lead to confusion and rather large, unwieldy projects with far too many aims and hypotheses. Some Centres are encouraging candidates to undertake investigations where developments are yet to occur. Such studies do not provide much opportunity for primary data collection and candidates find predictions and conclusions difficult to substantiate. Generally these investigations do not score highly.
Urban investigations this session were varied with a considerable number displaying rather limited data collections based around questionnaires. Whilst this methodology does have its place other methods of investigation, in many cases, would have complimented the studies and enabled candidates to present a wider variety of data and use more analytical techniques. Transect work, land use surveys, shop front measurement and quality indices, pedestrian counts, sphere of influence desire lines and nearest neighbour analyses are examples of the many techniques that may be employed.
Of the few IT generated studies, those that involved the analysis of population and natural hazard data were the most successful and provided in depth graphical and statistical analysis. Candidates obviously understood the need to be discerning about the data that they had collected.

Some successful topics this session –
<u>The effects of terrorism on tourist activity</u>.
Hypothesising that terrorism has had an adverse effect on the tourist industry and focusing on the UK. Collection of primary data was successfully combined with secondary electronic sources.

<u>Establishing a link between deprivation and crime within greater London</u>.
Aiming to show correlations between high crime rates and deprivation, and their more frequent occurrence in the inner city boroughs. IT generated crime statistics and census data for deprivation for London Boroughs was used. This provided ample scope for correlation graphs and statistical tests.

An investigation into characteristics of river meanders.
This study aimed to examine velocity, erosion and deposition and sinuosity in selected areas of a meandering river. Again, ample opportunity for formulating hypotheses, collecting data, presenting a wide variety of graphs and maps, and applying statistical tests.

An investigation into urban heat islands.
The aim of the study was to investigate the increase in temperature as one moved further in to a built up area. Methodology was based on transect work and provided scope for creation of maps and correlations.

General Comments on Format

Introduction
There appears to be a vast improvement, particularly with the better candidates in putting their studies in to a geographical context. Some Centres included a sub section titled Geographical Context. To be encouraged if this helps candidates marshal their thoughts.

Data Collection – Methodology

This section was completed very well by the majority of candidates with many using a methodology table. There is still some work to be done on inclusion and justification of sampling procedures.

Presentation of Data

Generally a good variety, but usual errors occurring with poorly labelled maps, inappropriate scales for graphs and an abundance of computer generated scatter graphs with all points joined. There was a noticeable absence of good quality, annotated maps.

Analysis of Data

This is a difficult section and continues to be of varied quality. Graphical, cartographic, descriptive and statistical techniques, where relevant constitute a comprehensive analysis. Many of the better candidates are beginning to formulate clear hypotheses and link outcomes and anomalies to theoretical knowledge. Statistical tests should not be included for the sake it, especially where there are insufficient data to test. However, the use of these tests consolidates knowledge learnt in Geographical Investigation 1 and should be encouraged.

Conclusion and Evaluation

Analysis should not be repeated in the conclusion. Candidates are advised to focus on the broader aims and question or title of the study and make links to the geographical theory discussed in the introduction. Evaluations were generally well written – perhaps a little too much emphasis on methodological strengths and weaknesses and not enough consideration given to analytical flaws.

2691: Issues in the Environment

General Comments

Candidates appear to have had no difficulty completing the paper within the allocated time. Very few candidates failed to complete four questions as required. There were no significant rubric errors.

The majority of candidates completed questions one and seven. Questions three and six were attempted by a reasonable number of candidates. The remainder of the questions were attempted by very few candidates. The general quality of responses was sound and very few responses showed a total lack of understanding. Differentiation was largely due to the depth of response and the appropriate use of examples.

Section A Questions

The use of the resource was variable, although the majority of the candidates made some use of the resource. Fewer candidates simply resorted to copying the resource and offering no additional information. A significant number of candidates developed their responses by careful use of locational examples.

Section B Questions

Responses varied from vague, generalised statements with only tentative links to the question to quite complex and sophisticated answers which used carefully selected examples to make points. Relatively few candidates used a conclusion to draw points together and reflect upon the question.

Comments on Individual Questions

1 a) Candidates showed a good general understanding of the question and most were able to identify how human activities can influence both the occurrence and impact of hazards. The use of examples was very good, although not always totally appropriate. At the highest levels candidates began a clear debate to consider the idea of 'extent' and used examples to make comparative judgements. A small number of candidates failed to consider both occurrence and effects and in some cases addressed the question with only scant reference to the resource.

b) i) The link between hazard management and economic development was usually interpreted as greater wealth means more successful management, and in many cases this provided a useful starting point. A significant number of candidates developed this idea further by looking at different hazards and identifying the fact that poorer countries may have sophisticated management available to them. At the same time it was recognised that even wealthy countries are not always fully available to protect their populations (Kobe was frequently used to make this point). At the higher levels a clear debate emerged with appropriate examples used to develop ideas. At the lower levels candidates tended to opt for an 'all or nothing' approach. (Wealthy countries have every type of management, poor countries have none).

b) ii) This was a popular question and most candidates showed a sound general level of understanding. It was recognised that there is often a clear link between economic possibilities and the location of population and that if hazards get in the way of this a judgement has to be made. A number of candidates brought in the idea of perception of safety and linked this to levels of economic development. Some saw the question in fairly simplistic terms (Poor people have no choice, rich people make reasoned judgements). There

were a range of examples used which included points about farming and soil fertility, tourism and general economic advantages. The range of ideas was often quite narrow with few bringing in ideas about energy or mineral advantages.

2 No candidates attempted this question.

3 a) Most candidates used the resource effectively to suggest reasons for the growth of tourism in Antarctica and made clear observations about the need for a visitors guide. There was a clear understanding about the fragile nature of the ecosystem and the need to preserve it. A number of candidates failed to fully appreciate the need to inform visitors about personal safety issues or showed any real understanding about the area as a scientific base. A small number of candidates appeared to see the area as an example of 'mass tourism' or considered cultural issues as more significant than environmental considerations - clearly they had a locational misunderstanding.

3 b) i) No candidates attempted this question.

b) ii) Candidates showed a sound understanding of the question and in most cases were able to identify and explain the processes involved in shaping highland glacial areas. Many used diagrams effectively and also included appropriate locational examples. A small number of candidates drifted into describing lowland depositional features or make vague generalised observations which were largely descriptive and not always well focused on the question.

4 a) A very limited number of candidates attempted this question and responses were often quite descriptive and superficial. Individual candidates did begin to debate the issue under discussion and question the sustainability of the projects illustrated in the resource. Very few candidates developed their ideas fully by bringing in additional ideas or examples.

4 b) i) Most candidates were able to describe examples of ecotourism and make clear references to how these preserved natural environments. In some cases comparative examples were used to show that ecotourism is not always successful and that economic imperatives can get in the way of sustainable development. This approach often showed clear insight into the question and led to a thoughtful discussion.

4 b) ii) This question was attempted by very few candidates, and in general terms the focus tended to be concentrated on the short term economic goals which cause widespread damage. Isolated candidates took this idea further by considering the long term impacts in broader terms, mentioning links to climate change and medical research.

5 a) Most candidates showed a good general understanding of the question and fully appreciated the challenge of feeding growing urban populations in LEDCs. The resource was well used and a number of candidates developed their ideas by including broader examples and locational details.

5 b) i) Few candidates attempted this question and responses were often quite superficial and descriptive. The links between undernutrition and economic development were generally expressed in superficial terms and exemplification was often vague.

5 b) ii) The concept of sustainability was clearly understood and a number of candidates began to have a debate about the relative impacts of small and large scale agriculture. In general terms, most candidates saw large scale agriculture as environmentally damaging and unsustainable and small scale farming as environmentally friendly. The focus was often quite narrow and clearly related to environmental impacts rather than seeing the question in relation to the broader agricultural community.

6 a) Most candidates showed an impressive understanding of the question and used the resource carefully. Many then went on to develop their responses by including examples to show how lack of local involvement in decision making can make redevelopment schemes problematic.

6 b) i) No candidates attempted this question.

6 b) ii) A range of cities were chosen as the vehicle for this question, the most successful often being the fast growing Asian cities. Candidates used their chosen example effectively to describe the problems associated with urban growth. In general terms the focus tended to be housing or service problems and transport and environmental problems. Candidates had clearly learnt their example well and many responses had considerable local detail included. At the higher level, responses got beyond the purely descriptive and began to offer detailed analysis of the issues. The majority of candidates saw the question as entirely negative and only looked at 'problems of growth'. The question actually asked for 'impacts of growth', so observations about the opportunities generated by growth would have been totally legitimate.

7 a) Responses to the question varied from very detailed and sophisticated discussion with detailed use of the resource, to a simple agreement or disagreement about the idea of 'fair trade tourism'. It was clear that the majority of candidates understood the general concept of fair trade tourism, although a number drifted into purely environmental, eco-tourism type responses. Most candidates brought their own ideas and examples to the question and often these were well documented and thoughtful. At the higher level, candidates began to have a real debate and consider the command 'extent' which was essentially the key to the question.

8 b) i) Most candidates showed a sound general understanding of the question and were able to offer a range of reasons for the growth in tourism. There was a slight tendency for responses to be rather descriptive and lack analytical and specific detail. A number of candidates used a 'model based' approach, often with considerable success. There were two main limitations to a number of responses. Firstly a small number of responses totally ignored the 'in the last 50 years' observation and lapsed into a historical documentation of tourism. Secondly, a number of responses offered only marginal or very regional locational depth when the question clearly demanded a more global understanding.

7 b) ii) In general terms candidates showed a good understanding of the idea of sustainability and were able to relate their responses to it. Many read 'sustainable' as ecotourism, and this was often quite a useful avenue of approach. Locational exemplification varied from very detailed and complex observations to generalised and vague descriptive statements. The key to the question was a debate and this was emphasised by the command, 'can' tourism be managed in a sustainable way. Few candidates fully developed their debate, although a significant number did begin to explore the issues and

conflicts associated with mass-tourism and how this sits alongside the idea of sustainable development.

8 a) Very few candidates attempted this question. Understanding of this question was very vague with only superficial use of the resource. In general, responses lacked a balanced analysis about the impacts of transnational companies and additional locational detail was limited.

8 b) i) The regional context was not always well explored and tended to focus on historical factors of decline. There were some clear references to the regeneration effect of inward investment - these usually focusing on economic impacts rather than broader community impacts.

8 b) ii) Responses to this question were often narrowly focused, at times simply referencing one company (Nike etc.). This approach gave an understanding of the question but was at times slightly self-limiting. Isolated responses adopted a broader, global view and these were usually more successful.

2692: Issues in Sustainable Development

General Comments

Soil degradation as a topic may not have been the most thrilling of titles for this year's candidates, perhaps lacking the popularity of the recent topics of Energy, Fresh Water and Transport Issues, but it was interesting to note how well many candidates coped with a number of concepts new to them. The material in the resource booklet would also have been unfamiliar to most, so it was a further challenge to be working with sets of data from a wide variety of sources that incorporated technical terminology and the coverage of areas not commonly studied in geography at this level. A full range of marks was achieved, with some really excellent scripts showing very high levels of understanding with well developed essay skills.

Much use has obviously been made of the previous booklets on water, waste and forests, transport and energy, and the other most popular topic covered was oceans. It is extremely important that candidates understand that there will always be one question that should not be answered with reference to the resource booklet provided, and this year centres were much more aware of this: far fewer candidates wrote about soils in question 3. The paper is the synoptic element of the course, and it is also important for candidates and teachers to remember that this may be tested in every question. Any opportunity for the candidate to demonstrate their all round geographical knowledge should be taken, whether by direct reference 'from my studies in AS geography…' or simply by showing a good knowledge of concepts, places and themes pertinent to the question. Credit is given for this, generally in Level 3 and above. Synthesis also relates to the Questions for Investigation, Key Ideas and Concepts and Illustrative Content of this module. In other words, more is expected than a concentration on the resource booklet provided. There must be evidence that the rationale for the module is understood and adequate time given for reflection on the broader issues raised in the Questions for Investigation. It is not simply a test of how well the candidate has studied the resources, although that will always be a part of the examination, but rather how they can use the material provided to illustrate their understanding of the concept of Sustainable Development, the title of the module.

It was extremely pleasing to see how many first class geographers are being produced by what can only be very good practice in all the Centres taking this specification, and how the subject material can also be tackled by lower ability candidates, of whom there seemed to be very few who did not achieve an E grade.

Question 1 (a)

This was generally well answered, although the command word 'outline' does require development beyond a list of causes. Just adding a few phrases to expand the main points of Resource 5a or to explain the key of Resource 6 would achieve Level 2, possibly with a clear differentiation between human induced and natural causes of degradation. (It was a little disheartening to see so many responses where the word 'degradation' was mis-spelt when the candidates had it before them in the question and it appears 25 times in the first seven pages of the booklet.) The most common error was to describe soil formation or to spend most of the answer defining what soil is. After six weeks of study, it would also be expected that candidates would know the difference between erosion, denudation and degradation.

A good answer began:

Soil degradation is the loss of soil productivity through loss in quantity and quality. It has natural and human causes, with human causes either directly degrading the land or intensifying natural causes, such as wind and water erosion.

Then in just a page of writing, the candidate developed the causes, giving just enough detail to make the main processes clear and distinct from each other, with several examples named.

1(b)

This question was the one most commonly misinterpreted in the paper. Rather as 'describe' and 'explain' appear to mean the same to many candidates at GCSE and even AS, the difference between 'cause' and 'effect' was not understood. Many candidates answered at length on the effects or consequences of degradation rather than the causes. A few managed to gain some credit by reflecting on the importance of soil degradation generally in more than one part of the World. Better answers used the resources well, and the best were able to bring in their own research with detail of different climatic conditions or population pressures in a range of places. There were a few answers that achieved a comprehensive listing but failed to respond to the command 'evaluate'.

In an MEDC like Russia, (Res.10) human influence has a greater influence concerning soil degradation compared to physical influence. Russia has a lot of stable soils and the climate in most areas is conducive to either pastoral or arable farming. Problems like compaction occur in 3.5% of Russia's area, with the main causes of this being cultivation and over grazing. It is true that water erosion does affect 0.8% of soil, but the main factors of degradation come about due to human influence.

This extract demonstrates what can be done by using the resource material to answer the question set, with clear evaluation.

Question 2

Skills of written communication are described in section 3.2 of the Specification. Report writing would seem to be particularly appropriate for this unit where sustainable development options need to be carefully considered. It also allows for the prompting of candidates by providing headings under which to organise their material. A few candidates seemed to think that (a), (b) and (c) were options, however, and only responded to one section, or were unable to differentiate between the headings and muddled their responses in one continuous answer.

The 'extent' of the problem was not always made clear, and occasionally there was confusion between soil quality and degradation, but the second section on local solutions was generally well answered, with good detail taken from the resources. The best showed evidence of their own research in some excellently detailed case studies. Section (c) proved the most problematic with some candidates finding it hard to distinguish actions at a national scale; some repeated or slightly extended local measures, while others went to the international scale.

Research and development is probably the best weapon in combating soil degradation. In Russia, research was done into the extent of the problem and a database could be drawn up. Such a database allows an assessment of the productivity of soils and their management, (needing) government investment. Management schemes are often expensive. Grants can be handed out to those farmers who have been educated in appropriate techniques to develop sustainable methods of farming.

Some candidates used case studies in the UK and Europe very effectively in this section.

Question 3

Calling on their human geography studies, many candidates found the opportunity to use topics such as population and settlement, cities and transport developments in answer to this question, achieving synthesis. Some struggled to weave tourism into

the term 'resource', a few failing so that it sounded more like a response to a question on sustainable tourism in 2691 rather than this module. The term 'sustainable development' is now well understood, and clearly defined by nearly all candidates. The 'planning' aspect was a little less clear, some latching on to urban planning, but the term is there in the final Key Ideas and Concepts section. One candidate disagreed initially, but debated him/herself into agreeing with the proposal. The opportunity to 'discuss' was claimed by many with enthusiasm, putting forward some very strong views, well supported with evidence from their own studies. Some tried a more abstract approach, but their philosophy was not usually supported with any evidence or place specific detail which is needed for illustration to achieve the higher levels. Candidates must also note that when the plural is used, more than one resource should be referred to. Failure to do so limited the marks available to Level 2.

In the Kyoto conference of 1997, measures were put in place to develop sustainably. Disposing of waste, reducing emissions and improving car mileage were just some of the measures employed. Leaders of countries recognised that we form an ecosystem with other organisms and are dependent on their survival to ensure our survival.

Energy usage and air quality are both heavily linked and both affect each other. The continuation of resources is required for human survival. Landscape as a resource serves as a useful comparison. A landscape is simply a view of an area but can be considered a vital resource: it has recreational quality, spiritual meaning and the ability to sustain society.

These extracts from one excellent answer show how well better candidates could bring in a variety of resources to their answer, and many proved to be a delight to read.

Sustainable development must be concerned with more than just human survival. Without the survival of plants, animals, habitats, resources, energy and landscapes, humans would not be able to carry on surviving. The concept of an ecosystem shows that we are inexorably linked by interdependent functions to other living organisms on the Earth. This must be recognised if sustainable development is going to work.

There is much to hope for in the future if this is how candidates are responding to the challenges raised in the study of this topic.

Advanced Subsidiary/Advanced GCE Geography B (3833/7833)
June 2005 Assessment Session

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2687	Raw	90	64	56	48	40	33	0
	UMS	90	72	63	54	45	36	0
2688	Raw	90	69	61	53	46	39	0
	UMS	90	72	63	54	45	36	0
2689	Raw	60	45	41	37	33	30	0
	UMS	120	96	84	72	60	48	0
2690	Raw	90	71	62	54	46	38	0
	UMS	90	72	63	54	45	36	0
2691	Raw	90	70	64	58	52	47	0
	UMS	90	72	63	54	45	36	0
2692	Raw	120	86	77	68	59	50	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

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

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

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

	A	B	C	D	E	U	Total Number of Candidates
3833	18.67	39.62	62.29	77.71	90.86	100	549
7833	23.01	47.86	73.73	90.22	98.57	100	498

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