OCR
RECOGNISING ACHIEVEMENT

GCE

Geography Specification B

Advanced GCE **A2 7833**

Advanced Subsidiary GCE **AS 3833**

Report on the Units

June 2007

3833/7833/MS/R/07

Oxford Cambridge and RSA Examinations

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Advanced Subsidiary GCE Geography B (3833)

REPORT ON THE UNITS

Chief Examiner's Report

The 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 in considering future geographical challenges.

The June 2007 examinations were sat by a significant number of candidates in each of the units. There were a number of resit candidates in some of the units and it was evident that a proportion of these candidates had improved their performance.

Principal Examiners have expressed the view that candidates were generally well prepared in terms of both subject content and assessment 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 middle and higher mark ranges. This has led to a slight improvement in overall performance.

In some of the units there were a small number of very poor responses.

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

2687 – Physical Systems and their Management

General Comments

The examination was considered appropriate for AS level candidates and almost a full range of marks was achieved. There was far less imbalance in the choices in Section A with more candidates than usual choosing to answer the question on Atmospheric Systems but still three quarters answering the Coastal Systems questions. Candidates should be encouraged to look at the whole balance of the Specification, including the headings to each module and study section. Care should be taken by A2 candidates who may be re-sitting their AS module that their more recent studies of topics such as Natural Hazards are not used in place of their AS case studies; they are rarely appropriate. Better candidates can demonstrate a synthesis and overview of the physical systems studied. This ability to see the whole picture of any of the physical systems, to understand how the processes interact, and then to appreciate the impact of management upon the system is the quality that characterises the good candidate. It was of concern how many candidates could not spell even simple locational terms eg Themes for Thames, or confused geographical terminology eg weathering and erosion.

Those candidates that achieved the highest grades:

- demonstrated consistently good performance throughout the paper;
- showed detailed locational knowledge especially in the extended answers – there was a clear sense of place;
- exemplified, even within shorter section answers;
- used appropriate and accurate geographical vocabulary;
- showed they understood cause-effect relationships;

and above all

- answered the question set.

Section A

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

Section B

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

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

Comments on Individual Questions

Section A

1 Atmospheric Systems and People.

(a) Study Fig 1. Describe the pattern of weather for Europe.

Describing patterns is a fundamental geographical skill but few candidates went beyond listing areas with particular characteristics:

There are heavy thunderstorms over Portugal. Northern Spain has heavy rain and showers.

It was the higher scoring candidates who looked for patterns:

Temperatures increase steadily from a cool 5C in the North East to a warm 24C in the south of Europe. Cloud increases from East to west and this produces rain down the west coast of Europe.

Too many got distracted by rough seas, Africa or by trying to explain the pattern - usually relating it to an anticyclone over North East Europe. Candidates must appreciate the meaning of the command 'Describe' – many candidates wasted time and space by explaining.

(b) Explain why some parts of the British Isles have higher annual rainfall than others.

This section did require explanation but too many candidates described, often inaccurately, the air masses that affected the British Isles. There was a clear stress on place in this question with a need to distinguish areas of higher rainfall. Most candidates identified the west coast as the area of highest rainfall and usually related it to relief rain over the high ground there. It was the more successful answers that went on to explain the role of prevailing wind directions, fronts, and air masses.

The British Isles has the polar front, where warm moist tropical air meets cold polar air to form depressions. The movement of the atmosphere means that these fronts come in west to east across the British Isles so bring heavy rain to the west with little left over for the east.

Some candidates did elaborate on the rain shadow effect whilst others focused on smaller scale factors.

London like many of the cities is a heat island so air rises and forms convectional thunderstorms in summer resulting in a higher annual rainfall.

Too many candidates seemed unaware of the geography of the British Isles and moved highland ranges around:

The Grampians in Wales ……

(c) For a named region of the United Kingdom, explain the management issues concerning water supply. [12]

As usual 'named region' generated a wide ranging interpretation of scale. Some chose traditional regions such as East Anglia whilst others focused on London. Those that chose a single river catchment could rarely focus on the water management issues apart from flood controls. The majority saw this as an invitation to write about coping with a drought.

Due to a low rainfall drought orders were issued and supply was managed by banning hosepipes, setting up stand pipes and closing car washes.

Such answers were valid but missed the larger picture of excessive or rising demand relative to falling supply. Some did produce effective answers with this theme based on London with its falling aquifer level and new ring water main but some seem to think water is transported via pipeline from Wales to London. The more sophisticated saw the issue of one where the main users eg London couldn't or were unable to manage the sources of 'surplus' water eg highland Wales with the resulting tensions that produced.

2 Landform Systems and People

(a) Describe the relationships shown by Fig 2. [9]

This was a disappointing set of responses. Too many ignored 'relationships' so again merely listed the events.

The first storm reached 11 mm at its height and lasted for 5 hours. The river reached its maximum discharge at 1400 at 60 cumecs. It then fell until a new storm at 1800.

Those candidates that tried to relate precipitation to discharge or related the discharge shape to time produced far more effective answers. Some were very simple but effective.

Storm 1 had a maximum precipitation of 11 mm and this resulted in a discharge of 60 cumecs whilst storm 2 reached 16 mm and produced a higher stream discharge of 75 cumecs. More rain means higher discharge.

Others looked at the contrast in lag times or the shape of the rising and falling limbs of the stream hydrograph.

(b) Explain the relationship between precipitation and discharge shown in Fig 2. [9]

Clearly explanation had to be appropriate for Fig 2 although some did explain the shape of the hydrograph without any overt reference to the diagram.

Hydrographs have lagtimes as it takes time for rain water to reach the stream channel as some is intercepted by vegetation, it takes time to run off the land and some soaks into the ground so takes much longer to reach the channel.

More effective answers focused on the relationships, often offering explanations of why storms 1 & 2 produced different discharges, different hydrograph shapes and different maximum discharges. Sometimes candidates seem reluctant to state the obvious or struggle to put it into words:

The hydrograph 2 has a higher peak as more rain fell in storm 2 so more water entered the channel from runoff as the ground was already saturated following storm 1.

Few were as straightforward as this example.

(c) Describe and explain how human factors influence the rate of discharge in one or more named rivers. [12]

This was often a disappointing section with the Nile and Mississippi (usually spelt incorrectly) the most common choices. As previously noted in the examiner's report, too many candidates spend up to 50% of their answers describing the river – its length, history etc:

The Mississippi river starts about 6000 kilometres from source to mouth in North America and over the years has been used as a means of trade and industry as well as for transport and trade.

This contains nothing worth any credit yet occupied four lines. The stress was on 'human factors' but often these were ignored as candidates launched into how humans controlled the river. A number of candidates get very confused over 'rate of discharge' and interpreted it as 'flood level'.

As humans have raised the level of the levees on the Mississippi when there is a heavy storm the discharge is able to reach peak more quickly and travel from A to B.

Those that took a broader view of human activity demonstrated a more effective cause/effect impact on the rate of discharge:

Another human factor that would influence the rate of discharge would be the dredging or extraction of material from the river bed allowing ships with deeper drafts to sail up river which has allowed the rate of discharge to increase as more water is able to flow quicker in the channel. – This is a typical example where the level of expression wasted time and space.

Others focused on the increasing urbanisation or deforestation of the basin with the resulting increasing run-off impacting on discharge. Human activity still poses a problem for many candidates and a simple check list would help them think of a greater range of influences than simply flood prevention. Candidates are unlikely to access the highest level by taking such a limited approach to this type of question.

3 Coastal Systems and People

(a) Study Fig 3. Annotate the outline sketch below to identify the different types of coastal management. [9]

The vast majority of candidates did appreciate what 'Annotate' meant but a few simply filled the space beneath the sketch with text. These could not get above a level one. Annotate requires some labelling – it is not just one word with an arrow pointing to the correct place on the sketch. Those candidates that adopted the one word approach found they were repeating themselves with lots of 'seawall' labels. The quality of annotation varied greatly. Some seemed rather pessimistic:

Flat roofed homes – sea is less likely to knock roofs off.

Whilst others showed some logic and a wider appreciation of coastal management strategies:

Vegetation left to bind soil and so reduce mass movement on cliff

Not all candidates found it easy to identify 'types' of management although some did contrast soft and hard engineering features. Many, inaccurately, saw rip-raps and gabions all along the coast – they were often indicated where the tetrapods were shown – and this was allowed provided their role was correctly identified. Many saw 'groynes' and this was less acceptable as none are shown.

(b) Explain the issues associated with the extraction of sand and gravel in coastal areas. [9]

A number of candidates totally misunderstood this question and saw it as either beach replenishment or the generation of long shore drift and its resulting features. Few candidates developed in-depth answers. Some took a single case study approach:

When sand was dredged from offshore to build the Plymouth docks in the 1880s it left a hole into which beach material was washed. This meant there was no beach to protect the coast from erosion. The coast was eroded at the village of Hall sands washed away.

This gets to the main thrust of the question but it would have scored more effectively if the candidate had explained why and how the beach had previously protected the coast. Some candidates minimised the impact on coastal erosion and focused instead on other issues. These were either the impact on ecosystems:

The extraction of sand removes the nutrient store for coastal ecosystems both on land eg dunes and in the shallow waters. Extraction may destroy the habitat killing plants and creatures. Areas of extraction become deserts.

Or the resulting economic issues:

The loss of sand means the beach vanishes so fewer tourists will visit the area for beach holidays. This means much of the local businesses will be forced to close. The area will lose a lot of money.

It was the candidates who went beyond the resulting increase in coastal erosion to include other impacts such as those on the marine eco-system or sediment cell that achieved at the higher level.

(c) For a sediment cell on a named coastline, explain how the movement of beach material has created distinctive depositional features. [12]

This was another disappointing question. Most did identify a valid sediment cell but it is disturbing to see how many think Holderness or Spern (sic) Head are in Dorset. Most simply could not explain the creation of distinctive depositional features by the movement of beach material – either long shore (99% of answers) or on-shore. Too many focused on a single feature – usually Spern (sic) Head often supported with an inaccurate diagram:

A depositional feature is the spit Spurn Head which sticks out into the Humber estuary. The spit is formed when beach material is deposited on one side of the estuary, this gradually builds up and starts projecting across the estuary so is slowed down causing it to drop its load.

This answer ignores the movement of beach material. Others tried to put features where they do not exist, showing poor understanding of their formation, or offered vague locations:

Besides the spit in Dorset there are tombolos where a spit has grown out to meet an island and a Cuspate Foreland where a spit has turned back on itself in storms.

Some candidates broadened their approach to examine the way wind builds up beach material into dunes – a valid approach but some went off on a tangent and explained how humans protect dune complexes and salt marshes from tourist activity. Studland in Dorset was used extensively as an example in this respect with much reference to the role of the National Trust. It would seem, as commented on in the last report, that many centres and or candidates expect a dune system question every year and so produce it regardless of the wording of the actual question.

Section B

It is noticeable that in nearly every examination more candidates answer question 4 than 5. In this case the imbalance was quite extreme with perhaps only 10% attempting Q.5. Did this mean Q.5 was seen as more difficult or do candidates see that they can do the first question and read no further? If so, this is a poor strategy.

4 Consider the view that people can have a significant impact on physical systems. Illustrate your answer with reference to <u>at least two</u> different physical systems. [30]

As mentioned above, this proved a very popular question and on the whole was answered well. Candidates are reminded that when the term 'physical systems' is used then the three systems referred to in the specification are expected. Some tried two systems from the same area eg coasts and dunes. Yet again many took this to be the sand dunes question and repeated much of the material used in 3(c) (incorrectly in 3(c)) to outline how tourism is ruining a particular sand dune complex. Others looked at systems not in the specification such as the Tropical rainforest.

Nearly all candidates agreed with the view and the majority saw it as a tale of negative impacts although many saw this as more balanced:

People try to manage the system. Sometimes in a planned way but other times accidentally. All too often people disrupt or destroy systems but at other times they act to protect and conserve the system.

It was a pity that this candidate didn't go on to look at the impact on the various elements of the system – stores, flows, inputs and outputs. In fact, few candidates rose to the level of systems and instead tended to describe and explain the impact on individual areas or features:

People can also affect the coast. By building coastal defences such as sea walls and groynes, they are affecting the rate of erosion on the cliffs and reducing the likelihood of flooding and erosion from occurring. Yet by stopping erosion in on (sic) place increases it in another.

Again it is a pity that the candidate did not develop this last sentence as it could have lifted the answer into a higher level. What often determined the level of response was the degree of exemplification. Some wrote entirely theoretical answers whilst others repeated examples from Q. 2 & 3:

Dredging of sand offshore to build the Plymouth docks meant that the sediment cell was disrupted so the beach was not replenished. This in turn meant that the village of Hall Sands in Devon was no longer protected so the cliff and village were eroded by the sea.

5 Consider the view that weather and climate can play a significant part in the formation of landforms. [30]

This was an unpopular question and few answers could relate weather and climate sufficiently to the formation of specific landforms. This was a straightforward question but many found it difficult and produced answers that were not well focused on landform formation. Again few remembered to exemplify so much was theoretical. Some candidates went for the 'big picture' and looked at the impact of climate:

During the last ice age the climate was very cold so the landscape was subject to deep frost weathering and then snow collected to form glaciers that carved out the landscape leaving U shaped valleys and truncated spurs.

Whilst others went for extreme weather:

In a storm large areas of coastline can be eroded. The wind adds energy to the sea which then uses it in hydraulic, corrasion and attrition to pound away at the coast and produce distinctive landforms such as stacks, arches and stumps.

This candidate, like a number, went on to draw a series of diagrams to show how headlands evolved into stumps – so wasting time and space as it did not advance the discussion. All too many got confused between weathering and erosion or produced answers that showed limited understanding of the processes involved:

A stack, like Old harry, is caused by weathering. Water gets into cracks, freezes and makes it wider. This is repeated until the block of rock falls off and is left separated from the land as a stack.

A few high level answers did focus on 'significant' and pointed out that humans played a more important role especially as humans are altering the climate and weather due to global warming. In some cases, the candidates then got side tracked onto the causes and effects of global warming. Others wrote it was a combination of structure, climate and human activity – the latter seen as speeding up or slowing down natural processes initiated by the climate or weather.

Candidates should be given practice in this extended writing, as the longer essay gives the examiner the opportunity to assess the quality of written communication to a greater degree than the shorter answers. Crucial in this is the ability to read the question carefully and respond in a focused way to the key concepts or terms used. Fluent use of geographical terminology, the logical structure of the essay, and the ability to draw together elements from all three of the study units of the Specification fulfil the requirement to synthesise knowledge throughout the AS course, and provide a good foundation for the higher level skills required in the synoptic paper at A2. It also provides confirmation of progression beyond GCSE in both knowledge and understanding of the subject. In this examination the essay questions scored more effectively than the structured answers where, all too often, answers were not well focused on the actual question set.

Evident in this session was a lack of revision by some candidates as if they were relying on work done based on previous questions. Those who had revised well and thought carefully about the question wrote answers which were a pleasure to read and reflect the good teaching that is evident in many Centres.

2688 – Human Systems and their Management

General Comments

The number of candidates was slightly smaller than the entry for June 2006. The entry differed from that of the previous summer in that there were fewer very weak candidates entered. The proportion of good and very good candidates seemed very much the same.

The use of examples continued to show an improvement, even though some candidates still wrote conceptually sound answers to Section A, part (c) questions, even though all of them contained the words 'one or more examples (or countries)'. Such answers, no matter how conceptually strong, could only qualify for a Level 3 mark. Also, there were still some candidates, when asked for an LEDC example, who wrote 'in Africa', with no attempt to identify any individual country. When providing information on MEDC countries, the UK was almost always chosen, but it was pleasing to see a number of candidates referring to Italy, France and Sweden. Very few candidates make reference to the USA. As usual, choice of questions in Section A was very much determined by topics studied in Centres. A very high proportion of candidates chose Question 3, and Question 1 markedly outnumbered Question 2. There were fewer very brief or very poor Section B answers, and those that did occur appeared to be as a result of poor time management. Section B tests the ability of candidates to link separate parts of the Specification, and there is evidence that an increasing number of candidates can do this.

Although over three pages are supplied in the answer booklet for answers to Section B, many candidates still used less than one side for their answer. It is unlikely that a question with an allocation of thirty marks could be adequately addressed in such a brief answer. Some of these shorter answers seemed to arise because of difficulty in answering the question rather than from a lack of time.

As with January, the layout of the paper was set up for scanning, although it was not marked on screen for this session. The instruction to 'not write outside the box bordering each page', was far better adhered to than in January when a good number wrote outside of this area. Even though pages 15 and 16 were provided for answers to be continued, with clear instruction to do so, there were Centres that continued to supply supplementary sheets of A4 that were not attached to the answer booklet in any way, and pages 15 and 16 were left blank. This is likely to cause problems in future.

As with January, there were fewer sets of answers in handwriting that caused problems for examiners in this session.

There were still some candidates with rubric errors, answering all questions from section A. It was good to see in one or two Centres that these instructions had been underlined or highlighted by the candidates. If candidates had been advised to attempt all of the questions it was poor advice, as it is unlikely that candidates will have the time to answer all three to a reasonable standard.

Comments on Individual Questions

1 (a) **Describe the pattern of BMW car plants in Fig. 1** **[9]**

This was well answered by many candidates. Those who did not reach Level 3 were weak in one of three ways, or in a combination of them for very weak answers. Some candidates did not distinguish between the different types of plant, such as R&D and assembly. Others just listed locations without trying to identify any 'pattern', such as MEDC/LEDC/NIC locations, or the

North/South divide. A third group made no reference to actual locations, or made numerous errors in the names of locations if they did refer to them. Some candidates used their time unwisely by giving reasons for these locations. Part (b) gave them the opportunity to go into such explanation.

1 (b) Explain why Transnational Corporations (TNCs) may often locate assembly, research and development, and marketing in different regions of the world. [9]

Many candidates had a good grasp of why TNCs operate different parts of their operations in various locations around the globe. Some continued their thinking and explained what they had described in part (a) in relation to BMW. This often worked well but sometimes led candidates to consider marketing. Other candidates answered this in a more generic way without reference to any TNC. This could still attract high marks as no demand for an example was included in the question. This approach more often led to accounts of the marketing aspects. A few candidates did choose to answer by way of an example of a TNC they had studied. This almost always led to Level 3 marks being awarded, or high Level 2. One weakness, confined to only a very small number of answers, was to explain the locations by the advantages they brought to the host country, suggesting that the sole purpose of TNCs was to find countries to benefit.

(c) **For one or more examples that you have studied, explain the benefits and problems of reclaiming derelict land. [12]**

In order to reach Level 3, it was essential to refer to an example. There were one or two answers that were conceptually very strong, but made no reference to actual cases. These could not be awarded the highest marks. It was clear that a good number of Centres had studied an example in the local area. Most often, these were exceptionally good with clear, real benefits and problems. These were the most likely to reach Level 3. If there was a weakness in such instances (and also sometimes when using London Docklands as an example) it was that in telling the story of what happened, either the benefits and problems, or the derelict nature of the land became neglected. This reduced the credit that could be awarded.

2 (a) **Use the photographs in Fig. 2 to help suggest what issues may be faced when planning to develop each of the areas shown. [9]**

A very wide range of marks was awarded on this question. Some candidates identified a starting point from the photographs that led to one or more issues for each area. Although not required for full marks, some candidates suggested how features of the area were similar to comparable areas they had studied and stated the issues that had arisen in those areas. Such answers easily gained full marks. Others achieved full marks by reference only to the photographs. Difficulties with lifts and stairs as residents became elderly or started families and what could be done about modifying the flats or providing alternative accommodation, were sometimes used for the flats, along with a great variety of other issues. Lack of space, established character and ownership issues were frequently raised for the nineteenth century housing. Those who did not score highly did not distinguish between the areas, writing of housing issues in general. Others wrote of issues that seemed unrelated to anything visible in the photographs; for example, the benefits of greenfield sites.

2 (b) **Suggest how technological change might have an impact on settlements. [9]**

There were a good number of answers that reached Level 3 using either MEDC or LEDC settlements. Some good responses identified information technologies, allowing people to move to and work from rural areas, and the impact that this had on villages. Others dealt with transport technologies, or technologies stimulating manufacturing around LEDC/NIC cities. These approaches covered most answers but there were many other approaches that were equally deserving of high credit. Those who did not reach Level 3 usually missed out one component. For example, some never mentioned the nature of any technological change. Others made an attempt to describe a technological change, and stated that it had an impact, but did not identify what the nature of the impact was.

(c) **With reference to one or more examples that you have studied, explain how both individuals and authorities might improve housing conditions in LEDCs. [12]**

There were some superb answers here, giving place specific detail, that illustrated how individuals, or groups of individuals, upgraded homes and showed clear activities by authorities. Many of these included joint ventures showing how authorities provided materials, and individuals the labour, to bring about improvements. As with question 1(c), some well informed candidates recounted the story, without bringing out the roles of individuals and authorities. Such answers, if well founded in an example, usually achieved high Level 2 marks. There were weaker answers. These usually were lacking in information about specific locations, 'in Brazil', or even worse, 'in Africa'. These sometimes contained the phrase 'self help', but did not define what it meant, especially in relation to individuals and authorities. There were few conceptually strong answers not founded in an example.

3 (a) **Use Figs 3a and 3b to describe how well current levels of development are a guide to present and projected fertility levels. [9]**

There was scope for a wide variety of answers here. No one specific relationship was necessary for full marks but, whatever line was argued, it was necessary to support the relationship (or even lack of it) from the data. The most common approach that scored highly was to show a current inverse relationship between HDI and fertility by extracting some figures, and then show that this relationship became weaker in the future. Other good answers illustrated how in future currently high HDI regions were likely to experience increased fertility and low HDI regions were likely to record a fall in fertility. One answer scored full marks by using present anomalies and future trends to argue for poor guidance. Many weaker answers just failed to describe. After stating that high HDI regions had low fertility, the rest of the answer followed a 'because'. Some weaker answers took 'stable population level' as the central theme of the answer, and wrote little that was relevant to the question.

(b) **Explain why mortality rates are declining in most regions of the world. [9]**

Once more, there was more than one approach that allowed full credit to be gained. The most common high-scoring approach identified a number of reasons why mortality should be falling, and showed that the principal reasons were different according to the type of region. For example, some identified increased clean water in LEDCs and pensions and care homes in MEDCs. Several good answers responded well to the word 'most', giving reasons for the fall, and identified reasons why it was not falling in some regions; for example, no fall or increases as a result of HIV/AIDS in sub-Saharan Africa. Answers in Level 2 usually had either a very narrow

range of reasons or did not have any attempt to show why the fall was so widespread. There were some poor answers. These often named a factor contributing to the fall, but just did not explain. 'Mortality rates are falling because of hospitals.' One or two candidates stated that moving from stage 1 to stage 2 of the DTM, without any further elaboration was the cause, and seemed to think that alone was sufficient. A small number of candidates confused fertility and mortality and wrote answers explaining why birth rates were falling.

(c) **For one or more countries that you have studied, explain why policies are needed to manage population change. [12]**

China was the most favoured example, but there were frequently excellent answers on France and Singapore as well as others. High scoring candidates demonstrated clearly why there was a need to manage population change, and showed how the policy (or policies) met that need. Answers in Level 2 often explained how a policy worked without showing a need for it (most common); others showed a need but never mentioned a policy at all (much rarer). As with other Section A part (c) answers, some candidates, in the haste to put down remembered information, got into retelling the story rather than answering the question. For example, some answers on China contained little other than the consequences of the one child policy, emphasising gender imbalance and 'Little Emperors'. This question had the least conceptually strong answers not founded in any example from a country.

4 'New technologies are the main reason for changing employment opportunities throughout the world.'
To what extent do you agree with this statement? [30]

There was scope to allow many different approaches to this to gain high credit. A good number of Level 5 answers were seen. Very few candidates had virtually no ideas on how to answer, and Level 1 answers were extremely uncommon. Most answers fell into either Level 4 or Level 3. The best answers needed to identify new technologies, show how they had an impact on employment, give some indication that this was not confined to just one area, and address extent in some way. Extent could be that the impact of technology varied according to the type of technology, varied from place to place, or that other influences on employment could be identified. An answer using email and satellite technology that showed people could work from home in he UK, but that a greater number could work in call centres in India, would have the basis for building a Level 5 answer. A discussion of globalisation was one clear route that could be taken, with Questions 1(a) and 1(b) giving a prompt towards this. Although there were some answers that used globalisation, it was far from being the most common approach. Answers that were more limited often took just one isolated example, were unclear about the technology or its impact on employment, or were superficial in dealing with the topic. It is noticeable in both Section B answers, that there are more answers with a sound logical ordering, leading to a conclusion than in the earlier years of the Specification. There were far fewer very brief or unfinished answers than in earlier sessions, although a few did still appear.

5 'Urban growth inevitably causes change in rural areas.'
How far do you agree? [30]

As with Question 4, there were many approaches to answering that could arrive at a high mark. As with Question 4, Level 5 answers were far from uncommon. Almost all answers addressed the question sufficiently well to beyond Level 1 and the distribution of marks was very similar, meaning that the majority of answers fell into Levels 4 and 5. Good answers identified urban growth in more than one area and showed the change (or lack of it) in related rural areas, with some reference to how far it was either

true or inevitable. The most common approach was to contrast the growth of a large city in the developing world with one in the developed world. The change was usually of depopulation and decline for the developing world and the impact of counterurbanisation in the developed. *How far* was often addressed by considering the degree of impact, or its inevitability. There were some good examples showing that urban growth had little impact in some areas. Some answers examined urban/rural relationships at different stages throughout the development of a currently MEDC economy, most usually the UK, and this approach was often effective. Answers not achieving high credit often became sidelined in the urban growth and regeneration of inner city areas and missed the rural link. Others examined rural change but did not show any urban growth. A few addressed both elements but were superficial. Section B answers are noticeably better than they were several sessions ago. It does appear that reading of mark schemes, these reports and taking advice from INSET, is paying dividends.

2689 Geographical Investigations 1

General Comments

The overall standard of the responses to this paper was similar to January 2007 and June 2006. Candidates were generally able to address all the assessment objectives of the Report. Where a choice existed (Questions 1 to 3), Questions 1 and 3 were equally popular choice and overall they were answered well. Very few candidates answered Question 2, for which most of the responses were answered moderately well. Question 4 presented the challenge of a varying format and content of question between sessions. Most candidates responded well to both parts, which required knowledge of appropriate variables to show changes in the characteristics of a river channel and an understanding of how to prepare for the collection of the data.

The Report

There was sufficient differentiation between candidates at most Centres to suggest that an appropriate level of support had been offered. Nearly all Centres stated how candidates had been assisted, usually by selecting the general topic, study location and sampling points. Candidates contributed to developing the methodology for planning, undertaking data collection and analysing the outcomes.

The vast majority of candidates entered Level 2; very few candidates remained in Level 1. Stronger candidates produced well organised Reports that linked their outcomes with their initial expectations when accepting or rejecting their hypotheses and also considered geographical theory. Weak candidates included little analysis and the structure was poor, with weak hypotheses that were not clearly referred to throughout the Report. Most Reports represented a substantial development from GCSE, showing independent thinking when analysing and evaluating outcomes.

Most candidates adhered to the 1500 word limit and avoided penalty.

A maximum of two pages of relevant figures in support of the text is required in the guidelines. Credit is awarded for presenting the most appropriate data in the most appropriate formats. Most candidates adhered to the guidelines without any detrimental impact on the mark awarded – there is no benefit from reducing data in size in order to submit excessive quantities. Raw data such as field notes and completed questionnaires is not required but templates for data collection are useful, eg a blank environmental quality survey form.

A maximum of three hypotheses gave the most successful outcomes, as this enabled deeper analysis and evaluation than was possible with more than three. Data collection and analysis should relate only 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.

As in previous years, the majority of Reports covered physical topics, typically rivers, coasts or psammomeres. Human geography Reports were mostly based on the CBD or urban environment. In 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.

Resit candidates should either improve the Report submitted or submit a new one based on a different topic or improved data collection.

The Written Paper

The answer booklet clearly states that material from the Report is to be extended and not repeated in Questions 1/2/3. Repetition of the Report remains a characteristic of lower ability

candidates. For June 2007, repetition from the Report proved a particular risk for Questions 1 and 3.

All candidates attempted all parts of the paper and followed the rubric. Very few appeared to mismanage the time available. There was however still inconsistent quality between questions, even by intermediate and high ability candidates.

Detailed Comments

The Report

1 Administrative issues

The following issues need to be addressed by a number of Centres/candidates, although most complied.

(a) The current cover sheet **CCS205** must be used. It is needed to identify the context of the studies, the conduct of group work and special circumstances relating to the conduct of the study.

The following points should be noted:
A word count is required. 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 sheets must signed and dated individually by a member of staff at the Centre (not photocopied).

(b) The **CCS160** authentication sheet **must** be submitted as **results are withheld** if it is not.

2 Presentation

(a) The standard of presentation in the Reports was generally good.
Good characteristics were:
- o Easy to read text.
- o Use of the third person.
- o Pages were numbered and in the correct order.
- o Figures and tables were cross-referenced at the appropriate place in the text.

(b) The use of text describing data collection and the evaluation of the method in a tabular format can attract a penalty against entering Level 3 if the word count is exceeded. However, this technique was highly effective when used carefully.

(c) Most candidates adhered to the recommendation for two pages of supporting material. These figures should:

(i) Provide evidence of the data collected.
(ii) Relate to the stated aims and hypotheses of the investigation.
(iii) Show an awareness of appropriate methods of representing data, eg:
- o One map extract of an appropriate scale (not the UK) should show the location of the investigation and/or sampling sites.
- o Insert figures/tables at the appropriate place within the text so that they complement rather than detract from the text.
- o Avoid reducing the size of figures in order to add more information in the recommended space: this leads to loss of quality in information.

- o Avoid spreading graphs over a number of pages, making it difficult to compare like for like variables, eg if ten river cross sections are made, they should be presented on the same page using the same scale.
- o Use only one technique to present the same data.

(d) Word processing skills were generally good, but proof reading was often neglected. In a few cases the standard of English was weak.

3 Format

Most 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 seldom used – it often made the structure of the Report more difficult to understand and was symptomatic of less able candidates.

4 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, psammomeres, spheres of influence and definition of the CBD are very popular and suitable topics.

(b) The i**ntroduction** was often weak. It should be short and balanced, summarising the context of the study by stating:
(i) where the study is based;
(ii) something about the study area;
(iii) why it was selected.

(c) **The aims** were given in nearly all Reports, but in some cases **the hypothesis** was not given or it was not clearly linked to the aims. A simple hypothesis demonstrates an understanding of what is expected to happen, according to theoretical knowledge, eg 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, is sometimes 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, often 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:

- ☑ Stating how the sites/transects for measurement were selected.
- ☑ Stating the type of sampling used (random, systematic, stratified – *Candidates often confuse these definitions*).
- ☑ Stating the sample size for each sampling site *[frequently omitted]*.
- ☑ Ensuring the data collected was relevant to the aims/hypotheses - *otherwise the analysis would not be relevant to the aims. When groups collect many*

variables, individual candidates should only refer to variables relevant to their chosen hypotheses both in data collection and analysis.

- ☑ Giving a precise definition for the variables.
- ☑ Enclosing a template of questionnaires and survey forms, eg environmental impact.
- ☑ Enclosing field notes made whilst collecting data, to be referred to in explanations of results.

(e) **Analysis** was of variable quality, as in previous years. Good characteristics include:

- ☑ Giving a clear indication of the hypothesis being discussed.
- ☑ Linking text describing the results of the investigations to graphs, tables, figures or photographs.
- ☑ Using theoretical knowledge to explain the outcomes.
- ☑ Looking for and explaining anomalies by referring to secondary knowledge and field notes. The source of the explanatory material was stated.
- ☑ Linking outcomes from more than one hypothesis/aim – this is a Level 3 type response.
- ☑ Ensuring all the data collected is referred to and is relevant to the hypotheses.
- ☑ Using the source of supplementary data (ie secondary and anecdotal evidence) to support the interpretation of data. This was often omitted with coastal management schemes and responses to questionnaires.
- ☑ Carrying out statistical tests well, including:
  - ➢ providing numerical evidence to demonstrate that a test has been carried out.
  - ➢ making careful use of the term “significant”. The level of statistical significance of a relationship (if any) was stated when carrying out a suitable test such as Spearman’s Rank Correlation.
  - ➢ checking calculations carefully. A logic check by the candidate will quickly reveal unrealistic results, eg the direction and strength of an appropriate relationship based upon Spearman’s Rank Correlation should be checked against scatter graphs. Units should be checked, eg discharge is often miscalculated.
  - ➢ using appropriate formulae to calculate results, eg 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.
  - ➢ making sure both variables are ranked from high to low (or low to high) for Spearman’s Rank Correlation.
- ☑ Ensuring the conclusion does not repeat information verbatim from the analysis.
- ☑ Being aware of geographical theory, eg velocity increases with distance from the source of a river; rain on the day preceding data collection does not make the results inaccurate or incorrect.

(f) **Evaluation** by nearly all candidates involved 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 stated that the study went well and that the outcomes were as predicted. Most studies could 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 returned to in the outcomes – particularly in the case of land use models.

(g) **Map presentation** was reasonable, eg title, scale and key. *Few candidates used the map to show precise locations of sampling sites on, for example, rivers or sand dunes. Furthermore, many did not include any map – yet they are a fundamental part of Geography.*

(h) ***Graphs*** - candidates usually selected appropriate ways of presenting data, but most made one or more of the following errors:

- ☒ More than one technique used 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.
- ☒ Set of related graphs on successive sheets made it difficult to compare like with like, eg river cross sections.
- ☒ Line graphs erroneously purported 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.
- ☒ Titles stating "A graph to show……"
- ☒ Graphs and diagrams not relevant to the variables used.

Tip for teachers - Use Question 4 from January 2006 as an exercise in selecting and presenting appropriate graphs.

The Written Paper: Comments on Individual Questions

Choice of Question 1 or 2 or 3

Very few candidates remained in Levels 1 and 2 and a many entered at least Level 4. Questions 1/2/3 must be read carefully by the candidate to ensure that they understand what the question requires – rather than attempt to use an answer that has been rehearsed as part of examination preparation.

Questions 1 and 3 were equally popular choices, with far fewer attempting Question 2. Most candidates generally understood the requirements of the questions. The level of attainment for Questions 1 and 3 was good, with most responses entering Level 3 and a good number entering Levels 4 and 5. The level of attainment was lowest for Question 2.

1 Many candidates reached Level 4; a good number entered Level 5; very few stayed in Levels 1 and 2.

Indicative content: The answer must show how the procedures identified led to improvement in the data collected. Procedures cover numerous aspects of collecting data. Some are precise tasks that take place in the planning stage, eg making a visit to the site or even conducting a pilot study; deciding the sample size and location; pre-testing equipment to understand how it works and to check that it does work in order to save time in the field. Some are general planning objectives, eg collect data from more than one site and on more than one occasion; collect more variables. Some procedures relate to practical in the field activities, eg better co-operation amongst the group collecting data; a different distribution of tasks between members of a group; a different order for collecting variables; different ways of measuring variables, eg physical measurements, interviews. A discussion of what was wrong with the investigation contributes to the justification – but a description of how data was collected without reference to problems does not.

Qualities of A grade candidates: *Either* one or more improvements in procedures for data collection are discussed quite well *or* more improvements are discussed in less depth. Well developed answers consider planning and techniques in the field (eg group management, practical issues). The answer is generally logically ordered and well.

Other Comments: There was a good range of answers covering data collection procedures, eg pre-testing equipment, group management, how data for a particular variable was obtained. The better quality answers described different types of improvements to several distinct procedures with good development of comments that had been made in their Personal Investigation or they introduced improvements that had not been alluded to previously. Middle ability candidates showed less breadth, eg they discussed the same improvement of group management such as each person having a dedicated job, for each of the variables collected. Middle ability candidates also tended to take a simplistic view of the question by discussing more sites, repeat visits and more variables rather than actual activities involving procedures. Answers were often not focussed, eg there was a description of how data was collected before identifying what was wrong with it and how it could be improved. Weaker candidates often repeated a large amount of material from the Report.

2 Some candidates reached Level 4; very few entered Level 5; most stayed in Level 3.

Indicative content: General attributes of maps in an Investigation include identifying an appropriate scale of map, finding an appropriate type of map including the source and the ease with which it was found. At the planning stage maps are typically used to select the sites for sampling; identify access to sites; an assist with understanding background theory and the selection of hypotheses. At the presentation of data stage maps are used to show data collection sites (could also be at the planning stage); show the context of the study area, eg the relationship to adjoining settlements, human and physical geographical influences; used as a base map to show spatial distributions and patterns, eg located bar and pie charts, choropleth maps, land use, services use, distribution of variables (eg services), spheres of influence, isopleths, flow lines; used to calculate distances, eg for nearest neighbour analysis;

Qualities of A grade candidates: *Either* planning the Investigation and presenting the data collected are discussed quite well *or* one part of the answer is discussed well and the other in less depth. Well developed answers make specific points about the Investigation and the actual data collected. The answer is generally logically ordered and well presented.

Other Comments: Very few of those who chose this question had carried out spatial techniques to present their data (such as choropleth mapping, located bar charts, isopleths), which was a reflection of the trend in Investigations not to use maps for data presentation, thereby omitting key geographical techniques. Likewise very few had plotted their data collection points on a map and there was little acknowledgment of the function of map scales. The most able candidates produced a balanced answer that referred to several maps and logically covered planning and data presentation separately. Middle ability candidates tended to describe the maps but said less about how they were used to plan the Investigation or to present data collected. The weakest candidates gained most of their credit for references to planning an Investigation, and this was simplistic, eg to determine the road route to the data collection site.

3 Many candidates reached Level 4; a good number entered Level 5; very few stayed in Levels 1 and 2.

Indicative content: Repetition of data collection on more than one occasion can be interpreted in several ways. The repetitions discussed must show how an improvement in the Investigation was achieved, eg to show how repeat measurements would enable an assessment of patterns, anomalies and fitting with geographical theory or to revise procedures so that results are more accurate and/or more representative of the population. These could be to ascertain temporal variations due to human impact: time of day, day of week, season, holidays; or temporal variations due to physical impacts: season (temperature, precipitation, wind), lunar cycle, diurnal, non seasonal fluctuations in weather (drought, storm, high and low pressure). Repetition of collection at more than one location could have a physical (eg river, sand dune, climate transect) or human perspective (eg settlement, land use transect) increases the dataset and enables comparison between sites. A simpler interpretation is to state that collection of data at more than one site in one day constituted "more than one occasion", eg multiple sites along a river channel.

Qualities of A grade candidates: *Either* one or more advantages of collecting data on more than one occasion are discussed quite well *or* more advantages are discussed in less depth. Well developed answers consider appropriate temporal and locational variations. The answer is generally logically ordered and well presented.

Other Comments: More able candidates concentrated on temporal aspects that would enable them to identify patterns over varying time periods (day, week, season) or could be used to identify anomalies or to confirm adherence to geographical theories. However, many middle ability and weak candidates erroneously suggested that the results could be averaged – not understanding that, for example, an annual average of something like river channel characteristics is not very meaningful unless data collection took place daily. Weak responses also suggested that repeating particle size measurements in summer and winter would show that particle sizes along a beach or river would all be smaller, without considering inputs to the system. The opportunity to collect new variables (without saying why this was useful other than to get more data) or to make improvements were lower quality, simplistic answers.

4 (a) Some candidates reached Level 3; most entered Level 2; many stayed in Level 1.

Indicative content: Valid approaches to justification can be expressed in terms of geographical theory; the practicalities of measurement, eg easy to measure (not how it was measured); the feasibility of further data analysis and calculating other variables. For example, downstream increases in width, depth, velocity, cross sectional area, wetted perimeter and downstream decreases in gradient, hydraulic radius, suspended particle size, deposited particle size, Manning. Other relevant changes include chemical composition, biological composition, turbidity and the geology of the river bed.

Qualities of A grade candidates: Two appropriate variables are suggested and justified moderately well or there is some imbalance between the two variables, eg by referring to expectations based on **geographical theory, ease of data collection, input to calculating other variables.** There may be reference to the figure (NB it is not a required criterion for this question). The answer is generally logically ordered and well presented.

Other Comments: was moderately well answered as some candidates reached Level 3; most entered Level 2; and quite a few stayed in Level 1. Nearly all candidates suggested appropriate channel characteristics. Justification by more able

candidates concentrated on geographical theory. Although not specifically required, some referred to the different sites on the figure in order to justify the discussion of geographical theory. Many also showed how useful the variables would be in terms of contributing to calculating further variables. Many middle and lower quality responses erroneously described how to collect the data in the field rather than justifying the choice of variable: the command word "suggest" does not mean "describe." Justification in terms of the ease of collecting the data was the basis of many lower quality answers. Not all candidates could identify channel characteristics, eg erroneously suggesting infiltration and valley shape changes.

(b) Quite a few candidates reached Level 3; many reached the middle-top of Level 2; quite a few stayed in Level 1.

Indicative content: Factors that must be taken into account when planning and carrying out data collection range from general factors to more specific ones. General factors include carrying out a pilot study; sampling methodology and size; the resources available, eg personnel, time, equipment; testing equipment (how it works and whether it is in working order); the time of year; and the suitability of the weather. More specific factors include legal and physical (distance to walk with equipment, terrain, fences, other barriers, bridges) accessibility to sampling sites; the appropriateness of the equipment for the sampling sites; safe procedures for measuring data due to the weather, the local terrain; impact of physical and human site conditions upon the outcomes in terms of whether the results will not match geographical theory (not just a description of what is expected at each site).

The selection of the sites themselves can be considered, eg would the 6 sites shown be adequate enough as they are at uneven distances and show very different characteristics, which may not be enough to show overall expected changes downstream.

The answer can be structured on a site-by-site basis or factor-by-factor.

Qualities of A grade candidates: With some reference to the figure the planning and carrying out of data collection are discussed moderately well, eg a pilot study, accessibility, sampling methodology (but not how to collect data), resources available, procedures for measuring data. The answer is generally logically ordered and well presented.

Other Comments: Many candidates made excellent references to the figure showing six sampling sites – although some did not make use of the scale indicators that were present, eg a fence at site 1 clearly showed that the river was not a dangerous waterfall at this point. Most candidates considered three or more factors. The most commonly used factors were accessibility (physical and legal); safety; how specific sites could be measured (eg velocity would be difficult to measure at shallow, rocky sites); and features that would lead to anomalous results given the objectives of the investigation, eg human interference, physical features such as meanders that would disrupt adherence to geographical theory. Some realised that the 6 sites given were not sufficient in number or in representativeness. The most well organised responses took one factor at a time and discussed the implications at the relevant sites. A more repetitious approach was to look at each site in turn. It was unfortunate that quite a few good discussions of factors did not refer to the figure at all, therefore credit was restricted. Other responses simply described how the river variables seemed to change without saying why this had to be taken into account when planning and carrying out data collection.

2690 Geographical Investigation 2

General Comments

The general standard was sound although perhaps a little lower than last year. The vast majority of candidates obviously worked hard and Centres are to be commended on their efforts. Human geography topics were popular this session and there appeared to be evidence of wider data collection to complement these studies. It was refreshing to see a move away from questionnaires and land use maps. Physical geography investigations continue to be completed well and topics this session ranged from soil studies, glaciation, and the usual very solid river studies. The more successful studies were based on urban topics, which incorporated primary and secondary data very well. An increasing number of candidates are investigating the use of pilot studies. IT generated studies were quite popular and were completed to a higher standard this year. General length of investigations was better this session.

Comments from this session

1 Use of hypotheses is still rather vague. It is not essential that they be used; key questions or research questions can be used as an alternative. An hypothesis is not written as a question. Candidates should be guided in their correct use and wording.

2 Some Centres are still not providing advice on investigation format consequently candidates are writing long essays. This disadvantages them as they tent to lose focus, particularly in the analysis and do not fulfil the design aspects of the assessment criteria. Candidates should be encouraged to follow a logical format:

Title
Introduction
Aim
Hypotheses or Key questions or Research Questions (which ever is easiest to cope with)
Methods of Data Collection
Presentation of Data
Analysis of Data
Conclusion
Evaluation

3 Use of statistics was poorer this session. While they do enhance an analysis if relevant it is not a compulsory requirement – do not use them if unsure and do not include them for the sake of it. There were various instances where statistical tests were included using minimal data sets and consequently they were of no significance. Candidates are still a little unsure of the meaning of significance. A cautionary note should be added about lengthy dialogue in many studies of how to go about calculating the statistical tests. This is not at all necessary and only serves to cause a loss of focus.

4 IT generated reports continue to become popular. If this route of enquiry is to be taken then candidates must be advised to choose a topic that will yield some data that they can actually present in graphical, cartographic or statistical form. The data that they select must be subjected to sampling methodology. There is abundant population and census data, some very good physical hazard data and endless economic development data on the internet that will lend itself to this treatment. Any number of maps, graphs and statistical methods can also be created from this data. Too often candidates fall in the trap of finding data that will only able enable them to give a descriptive analysis and the study becomes nothing more than an extended essay. There is a growing tendency for candidates to settle for analysing graphs and statistics that they find on the internet. This does not fulfil the assessment criteria for using appropriate data presentation techniques

nor can it contribute to analytical evaluation of a candidate's methodology. It is advisable for candidates to choose their area of interest, research the internet to check availability of suitable data and then focus on three to four research questions. In order for these studies to be successful there must be clear evidence of data collection, sampling and processing.

5 More Centres seem to giving good advice about choice of topic. This is the key to writing a successful study. It is not unreasonable to give candidates advice on suitable topics as many of them will not have had to make such choices about academic work in the past. There is a considerable difference between telling candidates what to do and giving them the answers, and challenging them to think about their chosen topic; of the possibilities, the pitfalls and the alternatives. It is most unfortunate when a candidate does not receive the full quota of marks because of poor choice of topic.

6 General presentation and presentation of data was perhaps a little poorer this session. A number of studies had pages out of order or missing. This disadvantages candidates as Moderators can only assess what is present. Data presentation was somewhat better although a cautionary note should be added regarding the overuse of photographs and acetate overlays, some of which were of poor quality and untidy. A sensible and compact number of presentations of sufficient variation are what is required. Caution too must be exercised in presentation of maps. Internet generated maps can be very poor and a number of candidates incorporated these without any reference to the location or relevance to their studies. These maps will only be relevant if they enhance the introductory comments or give an indication of data collection sites. Please advise candidates to put relevant data presentation in the presentation section of the body of the text. Extra presentation if necessary can go into appendices at the end of the study.

7 The investigation of local crime makes for an interesting study and is becoming increasingly popular. However, there is some confusion over the use of data for these studies and attempts to incorporate crime statistics, quality of life data and deprivation indices led to loss of focus on several occasions. These data bases contain information on many separate indicators and these must be carefully chosen and clearly defined with links to the title in mind. All too often candidates make a poor selection of these indicators, use them rather loosely by not establishing the links between them and lose focus in their analysis. If candidates are choosing these studies it is highly advisable to make them aware of a closely focused selection of indicators and clearly defined research questions.

8 Some candidates still have trouble grasping the ideas behind evaluation. This section does not necessarily have to be very long and the differentiating factor between a good and poor evaluation will be in the discussion about validity and significance of results. Poorer candidates tend only to centre their discussion on strengths and weaknesses of the investigation. The following may serve as a checklist for candidates; validity of results, alternative strategies, extension of the study and usefulness of the study. A cautionary note about the latter – in addition to mentioning who would find the investigation useful some attempt should be made in linking the study to wider geographical context. It is after all of paramount importance that candidates appreciate why geographers carry out such investigations.

9 A final reminder; comments on coursework continue to be very helpful and the Moderators encourage this along with internal moderation. There is still a tendency for Centres to repeat the assessment criteria in their comments rather than attempting to apply the criteria and provide qualitative comment.

Administrative Considerations

1 Unfortunately there were a record number of clerical errors this session. The Moderators appreciate that Centres are busy, but having to amend arithmetical and clerical errors does delay the moderation process and could disadvantage candidates in terms of awarding final marks. Please run a final check to ensure that marks on the MS1 tally with the marks on the front of the coursework.

2 Authentication Forms CCS160 are compulsory and should be included either with the MS1 if sent ahead of the sample or enclosed with the coursework sample. A form is not required on each candidate's work.

3 The MS1 is the official copy of final marks. Please ensure that it is filled in correctly and clearly with the mark and underscored mark in the right hand column. The moderation process is considerably delayed if verification of underscoring and marks has to be sought.

Successful and challenging topics for this session.

There are an increasing number of original and interesting studies being undertaken and clear evidence of the encouragement of individual candidate choice:

- An investigation into a suburbanised village using Waugh's criteria.
- A study of the distribution of Postboxes in a town.
- Does geology and aspect affect slope angles in a particular location?
- Do the downstream characteristics of stream X fit Bradshaw's Model?
- An investigation into how the impact of tropical cyclones vary; spatially, economically, socially and chronologically. (an IT investigation)
- An investigation into rain drop impact.
- An investigation into youth crime in four selected villages. Using age and selected crime indicators.

2691 – Issues in the Environment

General comments

The most popular questions were 1 and 7. The remainder of the questions were all attempted, some by very few candidates. There appeared to be no difficulty in completing the paper and only minor rubric infringements.

The quality of responses were variable; however most candidates showed some awareness of the questions and used the resources effectively.

At the higher levels, candidates showed a good level of understanding and combined this with appropriate and detailed case studies to construct impressive answers. In the middle mark ranges, responses were generally quite descriptive with limited analytical detail, while at the lower mark ranges candidates showed only basic understanding and had very limited locational exemplification at their command. Responding to the precise nature of the question commands often differentiated responses.

Comments on Individual Questions

1 (a) A number of candidates used Figure 1 effectively to identify New Zealand as a 'multi-hazard' country and then consider why the country 'is prone to such a wide range of hazards'. They then broadened the discussion to identify reasons why other parts of the world might be equally prone to hazards. The most common themes were based on plate tectonics and tropical hurricane belts with a number of candidates bringing in detailed examples to develop these ideas. A small number of candidates also considered hazards such as landslides and avalanches and made quite detailed observations about their location. A more sophisticated approach was taken by some candidates by linking natural events to population distribution or making detailed points about the distinction between the amount of hazardous events and the strength of the events. At the lowest levels candidates simply repeated the data from Figure 1 and tried to make linked points, often very superficially. 'New Zealand has lots of coastal erosion because it has lots of coast', was a common observation at this level.

(b) (i) The most common approach to the question was a consideration of economic development. Candidates adopting this approach saw LEDCs as having poor planning, preparation and responses to hazards and consequently impacts were greater. When combined with sound locational exemplification this approach was generally quite effective and provided a useful avenue for development. More sophisticated responses brought in other factors such as the strength of the hazard or precise location and also considered awareness/expectation as a significant factor. This more holistic approach, when combined with detailed locational exemplification was often very successful.

(b) (ii) Few candidates attempted this question and responses were generally either very detailed or quite vague and descriptive. More detailed responses considered the way that understanding can be used to plan and prepare for hazards, helping to mitigate their effects. The most commonly used example was based around earthquake management in the USA, this often provided a useful avenue with which to address the question. The more vague and general responses tended to describe events (the tsunami was a popular choice) and then suggest that had more been known about them the impact may have been less. This approach allowed candidates to show some awareness of the question but often discussion was slightly limited.

2 (a) The majority of candidates used the resource very effectively and identified a wide range of potential impacts of extreme weather. Some then went on to develop their ideas further, often bringing in examples of extreme short term events; Boscastle flooding was a common option. A number of candidates developed this theme further by bringing in larger scale examples such as hurricanes (USA) or flooding (Bangladesh). This approach, when well used, was often quite successful. A very small number of candidates drifted into debate about global warming, often not well related to the question. This tended to be self-limiting.

(b) (i) Candidates showed a sound appreciation about the links between human activity and climate change and were able to bring in a range of observations including points about energy generation, industry, agriculture and deforestation. Discussion about natural events was more limited. At the higher level, candidates showed an impressive understanding of factors such as Milankovitch cycles, El Niño, volcanic activity etc. At the lower levels, observations tended to be vague with only a tentative understanding evident. General use of locational exemplification was not strong in most cases, although a number of candidates made points about massive energy use increases linked to development in the Indian sub-continent and China.

(b) (ii) Very few candidates attempted this question. Responses were generally quite vague and descriptive and lacked any detailed evaluation.

3 The majority of candidates showed a clear awareness of the question and were able to identify a range of features associated with highland glaciation. Features commonly mentioned included, corries, arêtes, pyramidal peaks and hanging valleys. A significant proportion of candidates went on to identify points about 'U' shaped glacial valleys and ribbon lakes.

Use of the Ordnance Survey map was variable, with a number of candidates using an excellent range of map reading skills to help them identify and describe features. A small number of candidates made elementary errors with basic skills such as grid references and direction. Some candidates adopted a 'write all you know' approach and described a whole range of highland and lowland features, many of which were not on the map or clearly inappropriate. This approach tended to be self-limiting.

(a) (i) The majority of candidates showed a clear understanding of the question and were able to describe a wide range of challenges associated with living in areas of permafrost. Many candidates developed this idea further by describing a range of management techniques used to overcome the problems of building, infrastructural development and managing services, especially waste. Locational exemplification was generally sound with Alaska most commonly used.

(a) (ii) Candidates generally showed a clear awareness of the question and many offered a useful descriptive account of the pressures caused by the development of tourism. Locational detail was variable, the better responses tended to develop their answers around the use of examples, while poorer responses identified a range of environmental impacts and then 'tacked' places to them in a fairly generic way.

4 (a) Candidates tended to copy out the 'golden rules of forestry' from Figure 4 and simply repeat the ideas; often with only tentative explanation or development. Clearly the command 'Examine how', implied a greater level of understanding and knowledge of management practices. There was only limited evidence that candidates understood or appreciated the reasons for management in relation to the sustainability of forests.

(b) (i) The question demanded a thorough understanding of ecosystems and it was not evident that candidates had any real depth of knowledge in this area. There were often vague comments about the value of tropical ecosystems (usually rainforests) in general terms but limited locational detail to support any real debate. The impact of development on fragile ecosystems was rarely considered in relation to the question.

(b) (ii) Candidates generally showed a reasonable awareness about the impacts of large scale development projects, usually with reference to tropical rainforests. Both environmental and cultural exploitation were considered, but often in fairly general terms without very much detailed locational reference.

5 **(**a) Candidates generally showed a sound understanding of the ideas but often did not use the resource very effectively. Those that did were able to identify a range of climatic and economic influences and consequently develop an effective response. Those that did not use the resource made general points about the influences on food supply. A number of candidates broadened the debate by bringing in points about the Green and Gene revolutions as well observing the significant influence of large retailers on food supply.

(b) (i) Very few candidates attempted this question. At the lower mark levels candidates described either the physical or economic influences upon agriculture but failed to enter into any real discussion about their relative importance. These responses also generally lacked any real locational exemplification. The more developed responses showed a clear understanding of the range of factors affecting agricultural production and entered into a discussion about their relative importance, often using examples to express their ideas. At the highest level candidates took this debate a stage further by making observations about how economics and technology can link up to mitigate adverse physical conditions.

(b) (ii) Candidates either accepted the view that 'over nutrition is becoming a grater problem than under nutrition', and expressed points to support this view or began a debate about the statement. The second approach provided a better avenue for discussion which usually led into MEDC/LEDC comparisons and enabled candidates to consider the question in broader terms. The general understanding of the question was usually sound while locational detail often quite limited.

6 (a) Responses to this question were often quite superficial, with many candidates simply copying ideas from Figure 6 with only tentative development. Those candidates who went beyond the resource and identified a broader range of urban problems in LEDCs began to have a wider debate and were then able to consider the command, 'To what extent'.

A small number of candidates brought in appropriate examples form other countries; this was often helpful in suggesting that while there may be a core of common problems, individual cities might also have unique challenges.

(b) (i) Very few candidates attempted this question and in most cases responses were superficial and lacked both locational detail and clear understanding.

(b) (ii) The concept of regeneration was clearly not totally understood by many of the candidates who attempted this question. Often responses either focused on single factors such as housing or were based on historical events like the demolition of housing and rebuilding inner-city housing estates in the 1960s.

Few candidates saw regeneration in a holistic way and considered the view that it often involves a range of socio/economic, infrastructural and environmental measures. At the same time 'investment' was often seen in a simplistic way and not considered in the broad context often associated with the regeneration of large urban areas.

A small number of candidates did focus on particular regeneration projects and this generally provided a useful opportunity to show a clear awareness of the question.

7 (a) The majority of candidates used Figure 7 effectively to make the point that demand in the tourism industry can be subject to sudden change. They then went on to discuss the impact of sudden change on local economies, considering factors such as direct and indirect employment. A number of candidates developed the idea further by considering a range of factors that can affect tourism demand, including the threat of terrorism, political instability, concern about disease and changing fashions.

At the highest levels candidates considered the idea of vulnerability in more detail; identifying a umber of LEDCs that rely very heavily on tourism as a major income generator. They considered that sudden change in this context might be catastrophic, whereas in a country with a broader industrial base it might be less damaging.

(b) (i) Candidates adopted two main approaches to this question. The first approach tended to describe examples of mass-tourism and explain why they were not very sustainable. This was quite a useful approach if it remained focused on the question and offered a detailed conclusion linking the examples back to the key ideas. The second approach used a range of examples where some were clearly more sustainable than others and then having a clear discussion about their relative merits. This approach was often very successful and provided an excellent opportunity to show a clear understanding of the question.

(b) (ii) Responses to this question were variable. Many candidates saw 'economic development' simply in terms of jobs and did not develop their ideas beyond basic descriptions eg tourism location in LEDCs and the direct jobs created. This approach was often self-limiting. Those candidates who saw 'economic development' in a broader context usually produced thoughtful and imaginative responses. These responses often brought in a range of points including: direct/indirect employment; increases in local/national incomes; examples of improving local services; improvements to infrastructure and points about foreign exchange. At the highest level candidates expressed the view that for some LEDCs, tourism was seen as a fundamental part of their development strategy, often quoting facts and figures to support this idea.

A very small number of candidates failed to identify 'LEDC' in the question and used inappropriate examples.

8 (a) The majority of candidates made descriptive observations about the global nature of car manufacturing; identifying a range of points from Figure 8. Discussion tended to focus on MEDC/LEDC relationships and did not fully consider the idea of outsourcing between MEDCs, which was clearly expressed in Figure 8.

A small number of candidates identified that South East Asia was not on the map and that this was significant since this region is a fundamental part of the globalisation process.

(b) (i) Responses were often superficial and lacked locational detail and a depth of understanding. The focus of many responses was often quite narrow and at times based on single industries such as mining or shipbuilding, which did not allow candidates to show a 'regional' perspective. Impacts of decline were generally seen in terms of job losses; few candidates explored the inside ranging socio/economic and environmental impacts of economic decline.

A small number of candidates thoughtfully considered decline as a first step to redevelopment or regeneration. This was a useful and interesting avenue of discussion and led to sophisticated ideas about the distinction between short and long term impacts of decline.

(b) (ii) Candidates showed an appreciation that information/communications technology have had a significant influence on the location of industry. A number of candidates developed this general theme by using the changing location of call centres as a vehicle to address the question. A small number of candidates made observations about the relative importance of technology by considering other locational factors; although the depth of debate was often quite limited.

Some candidates took a slightly different approach to the question by focusing on the manufacture of equipment associated with communications/information technology. This approach had some merit if it was focused on the question and consequently seen as part of the global technological revolution.

2692 – Issues in Sustainable Development - Air Quality and Health

General Comments

This paper has produced a range of challenging questions providing a spread of marks and the opportunity for candidates to display a breadth of geographical knowledge appropriate for the synoptic paper. Examiners reports and Inset sessions have raised the level of performance and the best quality answers are a delight to read, while lower achievers can show some progress from their AS studies.

The topical issue of Air Quality and Health allowed the exploration of current news items. References to recent media debate on topics such as global climate change, increasing volumes of traffic and the latest round of the G8 conference and the smoking ban all contributed to show that candidates were aware of the relevance of sustainability issues.

With six weeks of contact time to prepare for the main topic, together with the appropriate allocation of time for the whole module, most candidates showed themselves to be very well prepared in their knowledge and understanding of the content of the Resource Booklet and other issues in sustainable development. This Specification does begin to prepare candidates for the demands of extended essay writing by the inclusion of longer answers in the AS Units 2687 and 2688. This skill does need constant practice, however, and Centres are strongly urged to encourage students firstly to plan their work, most importantly by paying strict attention to the command words, and then to refer back to the question frequently to ensure that they are still on course. Unfortunately good geographical knowledge cannot be credited if that knowledge is not applied effectively to the question.

The following comments should be read in conjunction with the mark scheme.

Comments on Individual Questions

1 (a) **Resource 7 in the Resource Booklet suggests ways of classifying pollution. Choose <u>one</u> of the case studies from Section D and complete the diagram provided on the Insert for 1 (a). Annotate each section with appropriate evidence.**

The Specification requires that candidates are examined on communication skills as well as knowledge and understanding. They should be able to 'organise relevant information clearly and coherently using specialist vocabulary.' (Page 9, Specification.) Geographical skills should also be demonstrated as listed on page 8, (vii) 'extract and collate relevant information from text and images', and (ix), 'synthesise geographical information from various sources and in various forms'.

Q.1(a) was particularly effective in testing these skills in addition to knowledge of the early part of the booklet and section D, to which candidates were directed. An explanatory phrase was expected in the upper boxes. The lower sections required more detail of effects, and were assessed on the understanding of the difference between long and short term effects. Some case studies were of greater use than others for this exercise, so selection of relevant information was tested. Bhopal and Chernobyl were the most straightforward. London and Beijing were more difficult to summarise, particularly for short and long term effects.

A Level 5 example is shown here:

Pollution case study: Bhopal 1984

Type	Scale	Nature	Source	Receiving environment
Gaseous Methyl isocyanate – toxic gas	Local scale. Temperature inversion stopped it from spreading.	Unintentional – corporate irresponsibility	Point source (R.10) Accident from production for 'green revolution'	Atmosphere, land and water

Effects: Short Term	Effects: Long Term
3 300 deaths, 200 000 affected (R.20).	0.5 million have suffered in the long term (R21).
Health effects: blindness, kidney failure.	Water supply is contaminated = indirect contamination.
Sick children and older people.	Economic effect: no employment because the factory has closed down. People cannot work because of long term health effects.
People killed in panic trying to get away. Because it is an LEDC (GDP is about $ 3 100 per capita) there was no evacuation plan.	Children born with problems as a result, for many years.
Many dead bodies to get rid of. 'The city was glowing red from funeral pyres'.	Local ground water: carbon tetrachloride discovered at 1700 times WHO levels.
	POPs in the food chain – food shortages. Psychological problems for the survivors.

Answers were contained comfortably within the boxes, and almost all the major points were included. (A further point could have been the long term pollution of the site itself still not cleared after 15 years.) For a summary like this, bullet point style is acceptable.

(b) **Briefly summarise ways in which air pollutants can spread using examples at a range of scales.**

Continuous prose was required here to explain the spread of pollutants. As with questions 2 and 3, identification of the key word ('spread' in this case) was vital. All candidates could identify sources of pollution, but lower ability candidates could not go on to explain how the pollutants were then spread. The weakest forgot that the topic was air quality and described liquid pollution of water supplies or oil spills. Better candidates identified the process of the formation of acid rain; if this fed into drainage basins, such 'spread' was acceptable. Most middle range candidates cited 'wind' as the chief cause of spread, and here the major differentiation began. The best candidates clearly understood atmospheric motion and weather systems, as shown in Resources 3-6. They were able to support their explanation with examples from case studies. Terms such as prevailing winds, jet streams, troposphere, wet and dry deposition all appear in the Resource Booklet and were used with facility. Synthesis came from the use of the tricellular model from their studies of the Atmospheric Studies module, and their own knowledge of examples not described in the booklet. Weaker candidates could identify some of the processes without being able to demonstrate understanding in their explanation. 'Scale' also challenged some candidates, but better ones were able to quote local, national and global scales from the range of examples provided.

Compare the following example extracts:

With high smoke stacks in industry now and with high winds in high altitudes pollutants are being spread very quickly. The pollutants become dissolved in rain, snow, cloud and fog. This causes acid rain which is a type of wet deposition. The smaller particles are carried long distances. … Pollutants can also be spread through clouds. When the pollutants are absorbed by the cloud the cloud is then carried by winds. This can cause acid rain in other parts of the country.

When particles such as sulphur dioxide and nitrogen oxides from traffic and industry react with sunlight and water in the atmosphere they form acid rain which may cause environmental damage especially in lakes due to wet deposition. On a small scale, pollutants may be transported by individual air cells in an area, consisting of bubble type air masses…Whereas on a regional scale, horizontal layers may form of stratus clouds as part of a temperature inversion, trapping colder polluted air below, as in Los Angeles. On a global scale, jet streams can transport chemical particles at a rapid rate around the globe. For example, Mount Pinatubo…

Which extract is taken from the Level 5 answer and why is it a better answer? Explanation, exemplification and correct terminology with precision and focus are all qualities of a good answer.

2 ***'Health issues arising from poor air quality will continue to be more problematic in countries with lower levels of economic development.'***

Do you agree? Justify your answer using examples from the Resource Booklet and your own knowledge.

This was the heart of the paper. The Specification clearly states that the sustainable issue to be studied is 'Air Quality and Health'. This is repeated on the front of the Resource Booklet as the title and topic. The question begins with the phrase 'Health issues as a result of poor air quality'. It was thus disappointing that a surprisingly large number of candidates ignored the 'Health Issues' aspect, even if they repeated the phrase in their introduction, but just went on to describe pollution incidents and their effects on the environment and resultant management issues. Sometimes they made useful comparisons of the ability to cope between LEDCs and MEDCs, and vague statements were made about 'being able to afford better technology or health care', but without applying it to specific health issues. Yet several aspects of ill health were clearly documented in Sections C and D, and this should have been the main focus for study.

Many good reasons were given in response to the phrase 'more problematic', with justification evident either for or against the argument. The 'continuing' element was less well directly addressed, often being implied in the use of examples of growing industrialisation, thus the command differentiated well between those candidates who could cope with the demands of the full question and those who focused on one or two aspects.

A balanced essay began with the introduction:

Arguably, LEDCs do not have the capital to make the necessary 'radical changes in society' (R.34) that are needed in order to improve air quality. Increasingly, NICs such as India and China are more concerned about economic development of their countries as opposed to the global problems of air pollution, which has been described as 'one of the four most critical environmental problems'(R.14). However, MEDCs continue to suffer from poor air quality, and natural hazards threaten their air quality as well as the air quality of LEDCs. Indoor and outdoor air pollution contributes to health issues in all societies.

Some candidates were confused in their categorisation of countries into different levels of development. Good answers explained the process of development, sometimes invoking Roscow's model, and were able correctly to identify where on the model their chosen country would appear. Occasionally GDP figures were quoted. The most successful noted the difference in health issues between the most impoverished, who tend to suffer most from health effects caused by indoor smoke pollution in providing their basic needs, and rapidly industrialising countries where air pollution and consequent ill health results from the use of older technologies in manufacturing industry and the growth in the use of cars. Most were able to balance their argument against continuing problems with vehicle exhaust in MEDCs. A limiting factor for some answers was the choice to restrict the use of case studies to China rather than identifying problems in several countries.

3 The use of the Earth's resources, while providing economic wealth, has often created social and environmental problems.

For one or more resources that you have studied (<u>other than air quality</u>) what decisions need to be made in order to ensure their sustainable use?

This question allows candidates to shine in their understanding of sustainable development issues, but does require a thorough knowledge of at least one of the other eight topics listed in the Specification. There is evidence of excellent research work being done, and much use of earlier resource booklets. Centres are advised to structure their study of these topics using the Questions for Investigation and the Key Ideas and Concepts as a framework.

Firstly, the candidates need to be clear on the meaning of 'resource'. Candidates who used their studies of tourism as an example did not identify on which resource they were focusing. So while they could be credited for synthesising their geographical knowledge, they were not always able to identify ways in which the 'resource' could be sustainably used. Those who centred on coral reefs, landscape, forestry or water supply in the context of a tourist area were the most successful. The answers which just related management issues for sustainable tourism from Module 2691 were less creditworthy.

'Resource exploitation and development systems' are the primary element of study for this module as explained in the rationale on page 45 of the Specification. Each topic itemised requires the study of management or solutions in order to achieve sustainable use of resources. In order to manage resources, current systems have to be evaluated before informed decisions can be made, as resources 34-37 in the booklet illustrate. Agenda 21 has highlighted the importance of decisions and actions at every scale from individual, local, national to global in order to achieve sustainability. It is to be hoped that debate over how such decisions are reached would form an important part of the study of this module. It does, after all, lend itself to citizenship!

Those candidates who chose energy or transport had to be careful not to stray into the topic of Air Quality. While the mention of the impact of burning fossil fuels on the environment was inevitable and not penalised if brief, lengthy explanations of global warming as an environmental problem could not be credited because of the overlap against which warning is given.

While good candidates coped well with the demands of this question and provided well balanced, well illustrated answers which covered economic wealth, social and environmental aspects of resource utilisation, weaker answers almost ignored or made only passing reference to the first two factors. The over-riding weakness was the lack of fact, with sweeping generalisations being made with lorry loads of logs churning out of forests 'destroying the ecosystem' but without indicating what that ecosystem contained.

Decisions were also vague if optimistic:

- *'Management strategies have to be put in place to ensure sustainability'* was a frequently used phrase with no indication of the type of management or who was responsible for putting it in place. Much more satisfactory is the statement:
- *'Quotas have been introduced by the EU Commons Fisheries Policy to reduce the number and types of fish caught.'*

Once again, Centres are advised not to try to guess the question and provide a pre-conceived framework for the answer to this section. It was evident that some candidates tried a four frame approach to sustainability of futurity, environment, participation and equity and then found it very difficult to adapt this rigorous structure to the question asked. Far better would be, as stated at the outset, the development of skills in identifying the key elements of the question and structuring their own argument around those elements.

Other comments

A few candidates did run out of time, resulting often in one response gaining far fewer marks than the other two. It is usually easier to gain marks in the middle levels than spending time writing at length to try to obtain one or two more marks, so candidates should practice keeping to time. Spelling, punctuation and grammar still cause concern. Surely at A2 candidates should be able to correct simple errors themselves, and to write legibly. If someone still writes 'countries such as Africa' at A2, should they be sitting this examination?

But for those who have risen to the challenge, well done and congratulations to those teachers who continue to inspire.

Advanced GCE Geography 3833, 7833
June 2007 Assessment Series

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2687	Raw	90	60	52	45	38	31	0
	UMS	90	72	63	54	45	36	0
2688	Raw	90	72	64	56	49	42	0
	UMS	90	72	63	54	45	36	0
2689	Raw	60	46	42	38	34	30	0
	UMS	120	96	84	72	60	48	0
2690	Raw	90	72	63	54	46	38	0
	UMS	90	72	63	54	45	36	0
2691	Raw	90	66	59	53	47	41	0
	UMS	90	72	63	54	45	36	0
2692	Raw	120	90	81	72	64	56	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (ie 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	17.69	40.16	64.61	80.52	93.64	100	503
7833	26.28	51.67	75.06	91.76	98.44	100	449

952 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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