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Geography A (1312)

Geography Short Course (3320)

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Summer 2006

Examiners' Report

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Specification 1312 – Geography A 2006

Introduction

1.1 This was the fourth year that specification 1312 was examined. Experience gained from the first three years was helpful to the extent that it was possible to review the 2003, 2004 and 2005 papers to try to ensure that the accessibility of the papers was maintained. As a result, candidates were able to answer the majority of questions and not leave many blanks. There were also very few candidates who failed to complete the papers.

1.2 It is always helpful when centres feed back their thoughts and impressions through the eyes of their teachers as well as the candidates. Positive feedback has been through contact with the assessment leader, the inset programme, and through practising teachers who also act as examiners or moderators.

1.3 No significant problems arose this year with any of the components, and indeed positive comments far exceeded negative comments. All contributors to the final papers try very hard to ensure that no errors, however minor, ever occur. There were very few misinterpretations of the questions, although in some cases there was a misunderstanding between LEDC and MEDC and between fragile environments damaged by farming or resource exploitation. There were some candidates who spent too much time explaining answers when only descriptions were required and vice versa. Data was invariably given when it was asked for.

1.4. There was some evidence this year that candidates had been entered for the inappropriate tier. It became clear from reading the scripts of the poor performing candidates on the Higher paper that they might have benefited from the more structured and directed approach of the foundation tier. There were also several candidates this year who reached a standard well above that required for a C grade on the foundation paper who might have been better rewarded on the higher tier.

1.5. The percentage pass rate for each paper has remained at a constant level. There were minor fluctuations, for example, some candidates revealed weakness in their responses to the case study questions and inaccuracies in the skills questions. The boundary marks for the coursework have been held constant as they have for the previous four years.

1.6. Although rubric offences are relatively rare, in both papers 2F and 4H there were candidates who answered all four questions instead of one from each section. Some candidates still do not interpret the questions correctly. They persistently *explain* answers when they have been asked to *describe*, thus losing marks.

1.7. Teachers should remind candidates that they need to communicate their ideas clearly using legible handwriting. Marks are available for the quality of written communication. As well as spelling, punctuation and grammar, this includes quality of language.

1.8. Throughout this report the examiner's comments are illustrated with answers from this summer's examination. Centres are reminded that any answer that is a plausible (and correct) response to a question will be credited. The examples from candidates' scripts should not be regarded as models but merely as representative of specific ways in which credit can be accumulated. They might however, be useful as a teaching aid especially where examples of good and poor case studies are highlighted. Some centres are still not applying the specification correctly concerning case studies by only teaching general not specific cases, although there was a pleasing improvement in case study answers this year.

1.9. A separate report has not been produced for the short course as the performance on this paper is very similar to the full course. Schools which follow the short course are encouraged to read the relevant reports on 2F and 4H which correspond to 1F and 2H for their specification.

Paper: 1312 1F

Introduction

This paper offered access to grades C to G. It examines the core syllabus only.

The emphasis on this paper is on skills and understanding. The distribution of marks is as follows:

Knowledge	Understanding	Application of knowledge and understanding	Skills	Total
15	22	18	25	80

Accessibility was a key feature of the exam as very few papers were seen with blank responses either in the main body of the paper or at the end.
There was a conscious effort to make the paper accessible to the full range of candidates, leading to an increase in the percentage of marks obtainable by one word or simple completion answers.

There was, in the vast majority of cases, more than enough time for candidates to complete the exam paper.

The layout of the paper seems to have worked well as there were no 'hidden' questions that the candidates missed.

Photographs and diagrams were all clear. Although, the differentiation on shading could have been better for the map of World forests.

There was no erratum on the paper.

There were a number of exceptional answers worthy of a grade above C.

There was a distinct and pleasing improvement in the quality of answers for the case studies.

The physical geography questions did not pose many problems this year.

A candidate gaining a grade C was likely to demonstrate a fairly wide competence across a range of skills and ideas in each of the four compulsory questions. They were able to recall information and use this in a general way. Geographical terminology was incorporated in many answers at this level.

A candidate gaining a grade F was likely to demonstrate understanding of a limited variety of simple geographical ideas. Some competence was demonstrated across a limited range of skills and techniques. Knowledge of specific geographical terms was sketchy.

Question 1

Q1(a) Parts (i), (ii) and (iii) were easy starters which were well answered by the majority of the candidature. Part (iv) was also well answered with three marks being very common.

Q1(b) This question appeared to cause some problems, as there were many blank responses. Those that did answer this question, usually drew the correct width with the arrow pointing in the right direction. The arrow could be drawn anywhere so long as it pointed towards New Zealand. In part two, the word emigrants caused some problems.

Q1(c)(i) This was the first question that required a written response. A wide range of responses was offered by the candidature. Unlike 3H, specific map evidence was not required, although encouragingly many did give names and/or grid references. The example below received two marks for the importing and deporting (sic) of goods, and for movement via the ferry.

> Pembroke dock has become the most important settlement in the area, because all the other importing and deporting goods using the docks. Also businesses in the area will increase in business from tourists coming to Pembroke. Another reason is people wanting to leave can do via the ferry that runs from the dock.
> [Extract 1]

Q1(c)(ii) This caused more trouble than part (i). Very few saw any steep or hilly land. Answers focussed on the river and very often on mud. The example mentions only water but different rivers and therefore gained both marks.

> Pembroke Doke is unable to grow in all directions due to many factors for instance, west of the town is Pembroke river which is surrounded by mud (9402). Therefore expansion is not possible. However it is also surrounded by water to the north. The only way it could expand is South East towards Pembroke Penfro.
> [Extract 2]

Q1(d) There was a great variation in the quality of reply. Many referred to whole countries, rural areas or wrote in very general terms about settlements with limited focus on the CBD. For those who managed to choose an appropriate urban area, a significant proportion wrote in general terms about characteristics that could apply anywhere. Extract 3 is an example of this. Extract 4 describes specific examples of Norwich's characteristics, gaining four marks. Extract 5 is an excellent answer focussing entirely on the CBD and giving specific facts about the character and location of Chippenham's CBD.

Chippenham
The location of the town Chippenham is situated between Bath, and Swindon. Just off the M4 motorway.
The central Business district of Chippenham is best described compact, because the majority of shops are clustered.
After doing various surveys on the town I no a range of characteristics for the CBD. Such as there are a lot of street furniture i.e. Bins, Benches and Lamp posts, there are many Chain Stores around the CBD, The building size varies from 2 story to 4 storeys high, also I have noticed that work buildings such as council offices etc.. are situated in the CDD. At times the town can very busy and overcrowded especially on a Saturday.
[Extract 3]

Norwich
In Norwich there is a thriving city centre. There is plenty of things to do in Norwich, clubs, bowling, shopping, cinemas. Business such as "Norwich Union", Anglia TV are all situated here.
Located in the middle, right of Norfolk it can attract many shopper and business. It's a fast growing city, lots of building taking place. The new Chapel field mall has just been built and is fantastic, it caters for all your needs.
Unlike a normal city it includes a lot of countryside in the centre and outside. This appeals to the majority of people and will also attract a wider range of visitors. With all sorts of shops to suit everyone need it's a great place to be. There's always something going on in Norwich, weather it's business opening or a concert.
[Extract 4]

Chippenham
The characteristics of the C.B.D are that it contains many high order goods but few low order goods. High order goods include Wedding shops and shops that are only used occasionally.
Furthermore, more the C.B.D contains many banks and building societies. Once again the C.B.D contains many chain stores e.g. Woolworths and Curry's, this is because they can afford the high land rent values. High land rent values cause the C.B.D to have a lack of residential housing. If there is housing in the C.B.D then it will mean it will almost always be either over a shop or tall narrow buildings because it is much cheaper to build upwards than it is outwards. Chippenham's C.B.D is located half way up the high street, outside Emery gate shopping centre. This is clear to me because it contains the highest population flow counts, it has tall narrow buildings due to high land rent values, it has many banks, building societies, and high order goods shops, it also has the highest number of public amenities indicating that the council spend more money here than anywhere else in Chippenham.
[Extract 5]

Question 2

Q2(a) Part (i) was invariably answered correctly. Part (ii) was well answered with many candidates noticing that the decrease was not smooth. Data was competently used. The graph in part (iii) was accurately drawn by a majority of the candidature. This is a skill that is well taught and accurately applied. Part (iv) was again answered well.

Q2(b) Primary was a very popular correct answer for part (i). Part (ii) was well answered, although extensive and subsistence were quite often offered. Part (iii) allowed a wide range of responses and consequently scored highly. Slopes too steep for machinery and not being able to afford machinery were the most common statements made by the candidates.

Q2(c) This question was well received and well answered by those that chose Fiat as their example. As always, however, the lack of specific factors in many answers limited the marks. In the two examples below, Extract 6 which gained two marks mentions and explains a variety of factors, but with no specifics. Extract 7 clearly states the amount of pay relating to cheap labour and the amount of the start up costs paid by the government. As it also has explanations it scores full marks.

> *Fiat, Brazil*
> Fiat has large factories set up in Brazil.
> It is attracted to this LEDC because, wages are less to pay to workers, raw materials can be bought there much cheaper, also the land is cheaper therefore the company can expand the factory at low price, the Brazilian government will support the factory because it brings industry and pay to Brazilian citizens.
> If Fiat were to set up factories in Europe/England (where the cars are sold) then they would probably loose, rather than gain money, due to minimum wage, expensive materials etc
> [Extract 6]

> *FIAT BRAZIL*
> The labour costs are cheap. It is $7 per hour where as in England it is $18 per hour and with such lack of job available in Brazil it means that the people who will work in Fiat are less likely to go on strike.
> The government gave them over 50% of the start up costs.
> Fiat believe that I years to come there will be an increase in demand for cars.
> The transport and exporting costs would not be very high.
> Get offered incentives.
> [Extract 7]

Question 3

Q3(a) Even though the names of the air masses were given, this still proved a difficult task for many candidates. In part (iii), candidates either scored two or zero, with about a third of the candidature expecting continental air masses to bring more rain to the UK.

Q3(b) Part (i) scored very highly. Part (ii) had a similar response to Q3(a), with the most common marks being 3 or zero. The candidates dealt well with the mathematics required for part (iii).

Q3(c) All combinations were seen for this question. This is a popular type of question and generally scored well.

Q3(d) Where candidates wrote all they knew about rainforests, they invariably scored poorly. The question focussed on named groups rather than exploitation or sustainable development. The two examples below both scored three marks as they each had one named group. In these cases Greenpeace in Papua New Guinea and Evergreen in Malaysia.

> *Papua New Guinea*
> The conflicts have occurred between the tree loggers and conservationists (Greenpeace). The loggers keep cutting down the trees for wood but the conservationists want them to stop. This causes conflicts.
> The conflicts between the local residents/habitants and tourists. The lack of respect for rainforest, and culture.
> [Extract 8]

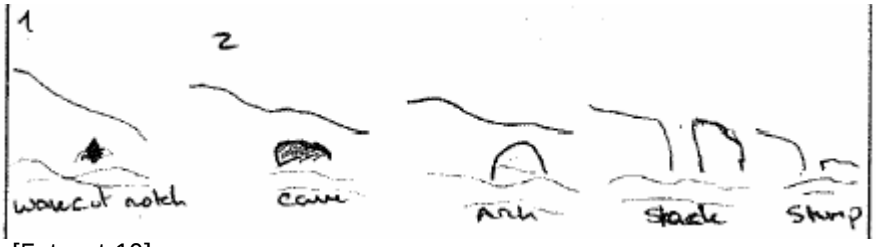
> *Malaysian Rainforest*
> Groups of pro-rainforest people have objected towards the vast amount of deforestation in the area, they argue that trees are an invaluable resource and that deforestation could kill over 5000 species of plants, animals and insects. Some of which have not been discovered yet and could hold the key in medical breakthrough and could, for an example, hold the cure for cancer.
> The lumberjacks who work for the TNC 'Evergreen'. Say in their defence that they are clearing land for residential, leisure and pastoral farms. Also for every tree the cut down they promise to plant two more.
> [Extract 9]

Question 4

Q4(a) This was a skills question requiring candidates to be able to compare a sketch map with an OS map and to read and understand the key. There was a great variation in the marks achieved. It is important to prepare candidates for this type of skills question.

Q4(b) A degree of accuracy was required for part (i). Many candidates managed to place the X in the general area, but few were accurate enough for the mark. In part (ii) many candidates distinguished the water mark on the rock, but several made vague statements about erosion which were not credited. Part (iii) was well received by the candidates. Arches are a popular topic. There were many excellent answers with both explanations of sequence and process a common feature. It was only necessary to explain one to gain full marks. The diagrams offered were often not very helpful, although in the example below the diagram is useful in establishing the sequence which the writing didn't fully do. This short answer scored full marks.

> The wave that crash against the cliff cause hydraulic action, this creates pressure in the cracks of the rock and causes the rock to break apart. The erosion will go and create a stack later to become a stump like old Harry and old Harry's wife.



[Extract 10]

Q4(c) The corrie was often wrongly identified in this question.

Q4(d) This question was well answered, although a significant number of candidates confused 'tributaries' and 'distributaries'.

Paper: 1312 2F (and 3320 1F Short Course)

Question 1

Q1(a)(i) The majority of the candidates scored highly on this question.

Q1(a)(ii) Candidates were able to discuss the advantages such as looks natural and is less expensive than hard engineering.

Q1(a)(iii) Very well answered.

Q1(a)(iv) Extremely well answered.

Q1(b)(i) Well received by most candidates. Although a number gave the incorrect answer of sea wall due to not looking at the resource closely enough.

Q1(b)(ii) Generally accurately answered.

Q1(b)(iii) Extremely well received.

Q1(b)(iv) The question specifically asks for causes and effects and yet many candidates in their answers wrote at length about management. Example 1 below illustrates a good level 2 answer. Example 2 is typical of a level 1 answer without specifics.

> *Mappleton, Holderness coastline*
> The cause of cliff recession is that the waves come in on the Holderness coastline at an angle creating long shore drift which is removing the sand.
> The cliffs are made from soft clay so become loose and break away easily by the wind and rain as well as the sea beach slows down and reduces energy in the waves that cause the cliff to erode. Therefore as beach is being moved down the cliff is unprotected.
> 30 villages have been lost since roman times and cliff managements have to be moved up to 2-3 times a year and the cliff is eroding away at 1-2 m per year.
> [Example 1]

> *Cromer, north Norfolk*
> The waves are powerful and bring along sediment which eventually erodes the cliffs as it is so powerful. This is called long shore drift, this is an example of cliff recession. As a result houses have to be knocked down as the cliff crumbles, and the houses get nearer and nearer to the edge. Also it affects caravan sites.
> [Example 2]

Q1(c) Candidates found this question rather challenging. Those who used the correct case study were able to score highly if they included specific information. Others like their higher tier counterparts wrote about the Sahel and The Norfolk Broads which limited their access to the higher marks. Example 3 illustrates a candidate who uses the correct case study and scores well on the second part but only scored 1 on the first because their answer was mainly about effects. Example 4 shows typical characteristics of a paper 2F response. The first part was credited as the candidate does mention oil spilling and has located the incident and the second part achieved level 2.

Oil in Ecuador
(i)When 18.5 million gallons was spilt in the rainforest it destroyed 500,000 hectors of rainforest and got into the water system. Many species of mammals, birds and plants were killed by this.

(ii)The local people were now in danger and were at higher risk of cancer and women at higher risk of having miscarriage. The environment was destroyed. It ruined the water as it went into river which then killed fish and species living there.
[Example 3]

Alaska – Oil Spill
(i)In 1989, a lorry driver who was drunk caused an oil spill. There was no guards working at that time on the bridge. The oil spilled over a place called 'Prince William Sound'.

(ii) 35,000 birds were found dead and 3,000 sea otters were all found dead in the oil sea. It was dangerous as some species were rare. Local people had to move for safety reasons. The environment in that particular area was ruined. Every animal the oil touched was found dead. The sea was almost a solid due to the oil, making it all gunge-like.
[Example 4]

Question 2

Q2(a)(i) Well done.

Q2(a)(ii) A number of candidates got the area of the blast zone wrong. Most achieved well on the other two parts of the question.

Q2(a)(iii) Well answered. Although some candidates did not use the map.

Q2(a)(iv) Very well received

Q2(b)(i) Very well received by the majority of candidates.

Q2(b)(ii) Well answered.

Q2(b)(iii)The majority of candidates were able to score well on this question. The extra stimulus worked well.

Q2(b)(iv)This question was not well received with many candidates writing about impacts rather than responses. Example 5 below is a good response which achieved the bottom of level 2. It has the necessary specific point but it does not explain its relevance. Example 6 is typical of a good level 1 response that lacked specifics.

> *Turkish Earthquake*
> People responded to this earthquake by sending in special equipment like sniffer dogs and heat seeking equipment. The local government send bread and water, the American red cross send over 25,000 first aid and blanket kits. In the long term new stronger homes were built in the place of the old unstable homes.
> [Example 5]

> *Turkish earthquake*
> The short term response aid was sent out by troops such as food packs, first aid and shelters were set up. The earthquake occurred at night, knocking out power supply, torches were provided. People responded in the long term by introducing strict building policies and making homes and other buildings more prone to shock waves. This would make homes and other buildings safer in the occurrence of another earthquake.
> [Example 6]

Q2(c) The first part of this question being on impacts was very well received. However, candidates found the second part much more challenging. The most common response was about how the development of the country would be impeded by successive tropical storms. Example 7 is a response which achieved well in part (ii) and is on the right lines in part ii but does not have anything specific to achieve the marks. Example 8 shows a response which has the specifics on the first part but yet again lacks anything specific in the second although it is a good answer.

Example 7

Hurricane Katrina
(i) The tropical storm affected the state of New Orleans, USA. It produced waves that destroyed two parts of a levee that surrounds the state, flooding it. It knocked out communication links, destroyed peoples homes.

(ii) The country is America which is an MEDC, the way in which the effects are related to the country is that the response would be much faster than in an LEDC. A MEDC has the money to send out aid at early response like public services and then it has it to aid the long term effects, like rebuilding buildings and other things affected by the storm. The effects of a storm in an LEDC have a bigger impact than on an MEDC.
[Example 7]

One Bravo
(i) The storm caused a large amount of hectares of land to be destroyed, animals were killed along with 111 people who dies & 7000 people were injured.

(ii) Bangladesh, where one bravo occurred, is an LEDC. It does not have the communications systems to be able to predict when these things are going to happen. They have a limited amount of shelters where people can go for safety but they are not extremely well built. With a shortage of money also, they cannot spend big amounts of money on protecting their houses, shops, land and schools etc & therefore have to try to receive aid.
[Example 8]

Question 3

Q3(a)(i) Very well received

Q3(a)(ii) Candidates demonstrated a good knowledge of these terms.

Q3(b)(i) Very well answered.

Q3(b)(ii) Well answered although a number of candidates got the rainfall for October incorrect.

Q3(c)(i) The candidates were able to identify the physical attractions however they seemed to find the human more challenging. Attractions were credited not activities.

Q3(c)(ii) This was well received on the whole although some candidates were very general in their answer.

Q3(c)(iii) Many of the responses lacked the specific information to allow them access to level 2 marks. A surprising number of the candidates did not read the question properly and wrote about positive impacts as well as negative. Example 9 covers both environmental and social impacts in the first two sentences and then discusses positive impacts. However, there is enough in those first two sentences to achieve the top of level 1. Example 10 is a response which received full marks.

> *Malham, UK*
> The negative impacts are that the wildlife gets destroyed by all the tourists. Also the car parks get too over crowded so people have to park on the side of the road. Positive impacts are that tourism brings in a lot of money and it sets up new jobs for the locals. Also it allows the locals to set up their own shops/stalls so they earn money as well.
> [Example 9]

> *Malham cove*
> The path leading up to Melham cove has been continually worn away by tourists travelling, meaning it has to be replaced often. In the town of Melham, roads used to be blocked by people parking, but recently, parking restrictions have been added and a car park has been built so this is no longer a problem. Cars can still cause pollution in the area however, as can people littering and leaving field gates area is also a problem.
> [Example 10]

Q3(d) There were many good answers to this question. Candidates tended to give responses on the Maldives and Machu Picchu. Example 11 gained full marks on both sections using the Maldives as the case study. Example 12 also received full marks using Machu Picchu as the case study.

Maldives
(i) Tourists can cause pollution of both litter & noise, cultural issues could be brought up & the originality of the area could be ruined, as it's a Islamic area. They could destroy wildlife & vegetation that surround the island.

(ii) Those problems have been managed because now, only 20% of the uninhabited land can be built on & the buildings con not be over the height of trees.
Incinerators were partially financed from Norway to help recycle the waste produced. Aid has been given to help from Japan who gave $14 million & also the EU who gave $3.75 million. There is a 5 metre band around all vegetation for building. Breakwaters were also put in & houses are sometimes often built out at sea on stilts.
[Example 11]

Machu Picchu
(i) The problems are that people are littering, picking rare orchids and the waste from people are going into the river system.

(ii)People have put bins along the Inca trail so people don't throw the litter on the floor, they have put toilets along the path, but they haven painted them red so people can see them but its an eyesore.
[Example 12]

Question 4

Q4(a)(i) A number of candidates got the first statement incorrect.

Q4(a)(ii) Most candidates scored well on this skills based question.

Q4(a)(iii) Well received. Although a number of candidates did not develop their answer fully enough to achieve the second mark.

Q4(b) Very well answered.

Q4(c)(i) Very well received with candidates having a good knowledge of the characteristics of a shanty town.

Q4(c)(ii) Very well received.

Q4(c)(iii) Candidates' responses were very varied for this question. Many candidates seem to miss the point about rapid growth of urban areas. Some concentrated on the problem of birth rates and policies to reduce them. These responses gained no credit as high birth rates and their management are not a problem which is specific to urban areas. The case studies which scored well were Sao Paulo and Mexico. In both cases the pupils had the necessary knowledge to achieve level 2. Example 13 is typical of responses that focused on one child policies. Example 14 received full marks.

China
Chinese people are only allowed to have one child, because populations so big, there will be an aging population and not enough resources to support everyone.
[Example 13]

São Paulo
People are homeless, self help homes (Aka *favelas*) have been developed and materials been given to people to build their own. Cingapura housing has built flats on wasteland and shanty towns to allow people a proper place to live. Jobs available such as builders have come about to allow buildings to be made and people to have an income. A favella has the foundations already built and the materials provided, this [is] a cheap way to allow people to have somewhere to live, materials are cheap and there is no building cost.
[Example 14]

Q4(d) The most common case study was Cairo. Candidate responses however were quite variable with many straying into causes and others writing at length about water and noise pollution. Example 15 below is an example of this where the candidate writes at length about causes in the first part of the question. However, the second part achieved full marks. Example 16 achieved full marks on the first part; achieving top level 1 on the second part as it includes no specific information.

Cairo
(i) Air pollution in Cairo is caused by to many vehicles on the road this puts lots of pollution in the air. Cairo has brought out its own Cairo air improvement plan to cut down on pollution. Land-based pollution is caused by waste + rubbish laying around on the ground. This is being improved. Air pollution causes many people to become ill and get diseases also so does land pollution.

(ii) In Cairo the government has brought out Cairo's air improvement police which helps cut down the amount of air pollution being caused. All old cars now have a regular check to see if they are safe to be on the road, if they are not safe then they are taken of the road. Land based pollution is trying to be cut down by the rubbish being collected more regularly and then being taken to a waste area which is now cleaned up more often that is used to be.
[Example 15]

Cairo
(i) The air pollution in Cairo has been said to decrease a child's IQ level by 4 points. The air pollution given off by illegal lead-smelters is affecting people with breathing problems. Illegal dumping of oil is polluting land and lakes.

(ii) Lead Smelters have become illegal.
People with certain cars are only allowed to drive into the city centre on certain days of the week – this is to persuade people to take underground train system that does not produce pollution. Strict laws against rubbish dumping has come into action, especially hospital waste. Refuse is to be disposed of properly not to be burnt or dumped.
[Example 16]

Paper: 1312 3H

Introduction

The emphasis on this paper is on skills and understanding. The distribution of marks is as follows:

Knowledge	Understanding	Application of knowledge and understanding	Skills	Total
15	22	18	25	80

The grid showing how these marks are distributed across the examination can be found in this report.

Accessibility was a key feature of the exam as very few papers were seen with blank responses either in the body of the paper or at the end. There was enough time for candidates with a large body of knowledge to complete the exam. The only candidates who appeared to not finish Q4 were those who wrote unnecessarily long answers throughout the paper and who often repeated the question before starting to answer it.

The layout of the paper seems to have worked well as there were no 'hidden' questions that the candidates missed.

Photographs and diagrams were all clear. Although the differentiation on shading could have been better for the map of World forests.

There was no erratum on the paper.

There were a number of exceptional papers worthy of a grade above A*.

There was a distinct and pleasing improvement in the quality of answers for the case studies.

A typical C candidate would be expected to write several level two responses for Q1(d), Q2(c), Q4(b)(iii) and Q4(d), but in my experience this is not always the case. Many of the answers are very general without any specific case study material and have remained at level one even when their theory has been good. This is particularly so with Q1(d) and Q2(c). There is, however, several point questions where candidates can accumulate enough marks to reach the higher grades.

Similarly the typical A candidate would be expected to write several level three responses but this is not always the case. I feel that some centres in particular have not studied the specification requirements and have caused their candidates to lose out, whilst other centres have obviously produced model answers which their pupils have followed to the letter.

Question 1

Q1(a) Part (i) and (ii) were easy starters which were well answered by the majority of the candidature, although 1950 was a reasonably popular wrong response to part (ii). Part (iii) allowed a wide range of responses and some answers explained in great detail the advantages for a country of having a declining population. Answers focussing on a falling birth rate or an increasing death rate were accepted. Answers stating that more jobs would be available were not accepted.

Q1(b) This question related to the resource material of a map of New Zealand. No specific knowledge was required about this country to answer the question. The question required skills and the application of knowledge about migration to MEDCs. This was a high scoring question. Many answers for part (iv) focussed on migrants filling gaps in the primary employment sector and the boost that they would give to the economy. Some candidates failed to score on this part by misunderstanding the question and stating reasons why migrants would like to go to New Zealand

Q1(c)(i) This question generated a wide range of responses, from precise map references and specific map evidence to rather vague statements. References to facilities that have developed as Pembroke has grown, such as hospital and leisure centre, were not accepted. Some map evidence was required to obtain both marks. The first example (Extract 1) below only scored 1 mark for this reason. Extract 2 which gained both marks has mentioned the importance of trade and given evidence about accessibility.

> Pembroke dock has become the most important settlement in the area, as it has the river as a means of transporting goods, and it has a means of communication.
> It also has an area of wide flat land, possibly a valley floor, through which a rail line runs. This is another means of transporting goods, and communication.
> [Extract 1]

> It has access to a large river which means it can have a large seafaring trade. It do have quite a large system which includes a main line railway, the A447 which is a primary route, the A4139 and the B4322 all giving it access to the major town and cities.
> [Extract 2]

Q1(c)(ii) This question gave a wide range of responses, from precise map references and specific map evidence to rather vague statements. Some candidates did not know the difference between physical and human factors. The example below is typical of many seen giving clear map evidence.

> The estuary has prevented the Pembroke Docks from developing Southwards (Grid Ref. 9401, 9402, 9501, 9502). There is also a hill (Golden Hill) to the East of the docks which prevents the dock from developing to the EASR. The hill rises to a summit of 65m. Grid Ref. 9902.
> [Extract 3]

Q1(d) An urban area from either an LEDC or MEDC was acceptable. There were an enormous variety of urban areas chosen, although Reading still commanded the most responses. The greatest failure by candidates was writing too much which often resulted in an answer with little relevance to the question. Far too many wrote in length, often two sides, about all aspects of their urban area rather than just the CBD. Some also wrote in general terms about Burgess or Hoyt land use models, which are not required learning for the specification. The example below highlights this as the candidate has some excellent facts about Lima, but unfortunately none of them relate to the CBD and it is therefore a level one answer.

> *Lima, Pem*
> Lima, Pem is an LEDC and has a different urban layout to an MEDC. The CBD located in the middle and high class housing is situated next to it. This area is called La Victoria and only 0.3% of its housing has no services. It has a low illiteracy rate of 3.4%. the industry is located in sectors running from the CBD and there is a port for exporting products called Port Calleo. The middle class housing is located around the high class housing and industry. The area here is call El Agustino and it has an illiteracy rate of 6.2%. the percentage of houses with no services is 3.1%. the low-class housing (shanty towns) is located 400m above the rest of the city and is situated around the middle class housing. This area is called Villa El Salvador and has an illiteracy rate of 4.5% due to government self help. However, the percentage of houses with no services is 8.6%. The CBD is the most important and is centrally located for easy access. It contains the most important building such as specialist shops and department stores and entertainment facilities. The bid-rent is high here and so buildings are narrow and tall to maximise the amount of space available. The CBD has a high threshold population and range and will have high-order goods/services.
> [Extract 4]

Generally, candidates were able to describe and explain specific characteristics (large / tall buildings, eg Marks and Spencer because of high land costs) better than location. The following example is unusual in that it gives good specifics about location but not the characteristics and consequently it scored top level two.

> *Dorking, Surrey*
> The CBD of Dorking in Surrey is in an elongated Y-shape and is along West Street, East Street and South Street surrounding the original market area and St. Martins Church. It has grown up around this area, because originally the function of the settlement was a market town, so businesses moved to this area because it was the most thriving, and the Church was also there which would have been centre of events many years ago. it is an elongated Y-shape rather than a circle a the Burgess model proposes, because it ahs grown along the main roads of the area. The characteristics of the CBD follow the typical pattern with land use being mainly comparison shops and professional services, with entertainment and transport as well. This is because as a Central Business District, it is where most people have to travel to, so services and shops set up there to take advantage of this.
> [Extract 5]

Question 2

Q2(a) This question focussed on employment in MEDCs. The triangular graph was encouragingly well answered. This was last tested three years ago and there has been a noticeable improvement in the quality of answers. Part (ii) was answered correctly by a high percentage of the candidature. Candidates are becoming more adept in handling data and describing trends. For part (iii) the downward trend was often qualified with statements such as rapidly, levelling out and falling more slowly. Part (iv) was introduced to see what understanding the candidates had about triangular graphs. Part (v) was very disappointing because a high proportion of students misread the question and only described the data as they had done in part (iii).

Q2(b) This part of the question required candidates to use skills and to apply their knowledge about farming systems to the photograph of tea pickers. No actual knowledge of tea picking was required. This was a very high scoring question.

Q2(c) This was a popular and generally well answered question particularly if fiat in Brazil was chosen, which it was by about 70% of the students. If Fiat was not chosen, then the answers tended to be non specific with facts that could relate to any TNC in any LEDC. The extract below relating to Nike is an example of an answer that was stuck in level one because there was no specific case study material relating to the question. The example relating to Fiat (Extract 7) on the other hand, does all that is required for a level three answer. It is a well explained answer referring to arrange of specific factors.

> *Nike*
> Nike is a USA based company that sells training shoes and other sportswear. It was attracted to China, an LEDC, because in China Nike could make their products for much less and would therefore increase their profit. They could make products for much less because the companies which they employ to make their products in China may not have minimum wage laws or may not keep them so can make products for less. Also, China has a 'hungry workforce' although pay ay be poor in factories it could be much better than pay on farms and the people want to earn more money and get prospects so will want to work. Also being in China gives Nike access to China's market, giving them more to sell. As much of the work only needs unskilled or semi-skilled assembly line workers Nike was attracted to China because of the educated people who are paid. [Extract 6]

> *Fiat*
> Fiat has 64 Branch Plants around the world and has one in Betim, Brazil. Fiat has developed in Betim, because the government had wanted to open a motor industry in the hope that it would bring long-term employment, also the state of Minas Gerais offered cheap land, grants and loans to Fiat which covered over half their initial investments. Also it just settled there when the was a military government which meant that there would be no striking, it is said that I the last 14yrs no an hour has been lost for strikes, also there was a large labour force which meant they now if they left there job there was another 4 people waiting to get it. Rodrigues said, "For every hired worked another 4 are waiting for the job". Also they were able to pay them low wages, $7 when in the UK a worker on the production line receives £12 per hour. Another reason is that within Brazil itself the demand for cars was rising, so this meant that they had a guaranteed market within Brazil and other South American countries, all this attracted Fiat to Brazil. [Extract 7]

Question 3

Q3(a) Candidates' recall on air masses was poor and their locational knowledge for part (ii) was weak, with the earth often being reversed by naming the source region of the Arctic maritime as the Antarctic. Part (iii) was well answered.

Q3(b) Part (i) scored highly, although some candidates tried to compare Calais and Wroclaw rather than describing Wroclaw's characteristics, and others wasted time explaining. The example below gives an excellent representation of an East European continental interior climate.

> In an East European continental interior climate, there is a large annual temperature range, for example Wroclaw has a temperature range of 22ºc with high summer temperatures. 19ºc in July and August in Wroclaw, and temperatures below freezing in winter – the average January temperature is -3ºc in Wroclaw for example. Annual precipitation is low – 574mm is Wroclaw's annual precipitation total, with peak rainfall in the summer, for example, precipitation in Wroclaw is 81mm in July…30mm in February.
> [Extract 8]

Part (ii) proved to be a good discriminator with the weakest candidates mentioning latitude or relating rain to cold weather. There were some excellent answers which referred to the different properties of land and water and the depth to which they are heated. The first example (extract 9) below partially answers the question but does not explain why the land and sea heat differently. The second example (extract 10) explains enough for full marks.

> Calais is on the coast. The sea takes longer to warm up than land and therefore the temperatures are cooler in summer. However, the sea also retains heat better than and therefore the winters are warmer than Wroclaw, which is in land.
> [Extract 9]

> This is due to Calais being so close to the sea and Wroclaw being in land. In summer, the sea heats very slowly as the top surface heats up this is pulled under currents. The land inland area's heats quickly as the land is solid. But in winter, the land loses heat quickly as it is only the top layer which is hot whereas the sea retains its heat to much longer.
> [Extract 10]

Q3(c) Generally well answered but there are still several candidates who have difficulty with simple spatial descriptions.

Q3(d) Many candidates wrote at length on this question, about every aspect of tropical rainforests. Unfortunately, they sometimes did not mention any of the conflicts that were taking place in the rainforest. The first example (extract 11) is one such answer where exploitation is dealt with in detail but where there is no mention of conflicts. The second example (extract 12) provides a clear account of conflicts between the Brazilian Government and the Kayapo.

Amazon
The Amazon rainforest has been exploited for different reasons. Because Brazil has a huge foreign debt, the government to use its natural minerals in the Amazon. The biggest mining scheme was at Carajas where there were huge reserves of iron ore, bauxite, gold and manganese. The minerals were transported by rail to the coast for exporting. But huge areas of rainforest had to be cleared for the mine at Carajas and for the rail system.
Another group of people are keen to use the land for building a dam for HEP power for energy. An example this is at Ticurui, where HEP is used for energy for an aluminium smelting plant. Huge areas of the rainforest needed to be cleared for this. Other people want to clear the rainforest to use as farmland. This occurs on large sale ranching programmes in Mato Grosso Plateau. Because of an increasing population, more houses need to be built. For example, in Romania the population has dramatically increased from 86,000 from 1990 to 1998.
[Extract 11]

Conflicts have occurred between the Kayapo people and the Brazilian Government. The Kayapo people do not want the Brazilian government to build a dam on the river Yingy, a tributary of the Amazon to get HEP power from it as will flood large areas of Amazonia including some Kayapo. The Kayapo people want to conserve and sustainably develop the area. They are also oppose the Brazilian government over the deforestation for gold and mines. The Kayapo people are also in conflict with the illegal; cattle ranchers and farmers who are cutting down the ranches.
[Extract 12]

Question 4

Q4(a) The unit metres was often not quoted, otherwise well answered.

Q4(b) Several candidates did not study the photograph as a number of crosses were placed in the sea. The mark scheme for part ii allowed for several answers and the majority of candidates went for low tide.

Q4(b)(iii) A topic that is obviously well taught in centres. Explanations of process and sequence were forthcoming in numerous responses leading to a high proportion of top level two and level three marks. The following example is a concise account explaining both process (hydraulic action) and sequence (why the arch collapses) and gained full marks. The diagram, although neat and accurate was not needed.

> In hard, more resistant rock, there are distinct erosional landforms. There are lines of weakness called of bedding planes and joints. These are enlarged hydraulic action. Hydraulic action is when water enters cracks in cliffs and traps air which compresses under high pressure causing bits of cliff to break off. In this way the lines of weakness of enlarged to form cracks which are further eroded to form caves. The erosion has scarred at the rock to make a cave. The cave is the further eroded through so that an arch is created. The headland been eroded through so that you can see daylight through he other side. Erosion of the arch continues and soon the ever-changing cliff rock becomes too heavy and collapses. A stack is created. Continuous erosion to the stack breaks it down a similar size, creating a stump.
> [Extract 13]

Q4(c) An easy question on glaciation, well received by the candidates.

Q4(d) A question on deltas has not appeared on the specification before. The answers varied but in general the majority knew what they were and they are formed by deposited material. Many could give reasons why the material was deposited and an encouraging number were able to discuss factors such as different densities between fresh and salt water, coagulation and even flocculation. A particularly good example is shown below.

> A river delta is formed when a river meets a calm, non-tidal se like the Mediterranean on a very gentle gradient. As the water is flowing so slowly due to the gentle gradient, it has no energy to transport material and the clay particles in the water meet the salt in the sea so fluctuate (group together) becoming heavier and are deposited by the river – larger particles first. These deposit on build up where friction with the bed and sides occur leading to blockages in the river channel. The river is forced to split up into disturbances or flow around these blockages creating eyots. Eg the Mediterranean.
> [Extract 14]

Paper: 1312 4H (and 3320 2H Short Course)

Question 1

Q1(a)(i) The majority of the candidates were able to score a mark on this question.

Q1(a)(ii) Not particularly well answered. Candidates knew that it was a soft engineering technique but did not know what it was called; many answered with floodplain. A number of terms were acceptable and are listed in the mark scheme.

Q1(a)(iii) Well answered with few giving the incorrect direction.

Q1(a)(iv) Well answered. Natural, not harming the environment were popular answers. A number of candidates did use examples of coastal techniques rather than river defence techniques.

Q1(a)(v) Extremely well answered.

Q1(a)(vi) This was a straight forward skills question with the answer on the map. However, many of the candidates gave a knowledge based answer which was often incorrect. This question was mirrored on the foundation paper. They achieved very well on it. Higher tier candidates need to be made aware that if the question refers to the figure the answer may well be provided.

Q1(b)(i) Many candidates were able to discuss the merits of groynes on a coastline but a number did not develop their answers far enough and therefore did not make enough points to merit 3 marks.

Q1(b)(ii) Well received by most candidates. A surprisingly large number gave the incorrect answer of sea wall because again they did not look at the resource closely enough.

Q1(b)(iii) Generally accurately answered.

Q1(b)(iv) This question dealt with the reasons why land is defended and is not a process question. A number of candidates repeated their answer for (b)(i) rather than referring to the value of the land in this area.

Q1(b)(v) The question specifically asks for causes and effects and yet many candidates in their answers referred to management. Many excellent answers were seen on Walton, Humberside and Barton. Centres who used Fairlight tended to describe rather than explain and therefore forfeited marks. A large number of candidates are still not including specific information in their answers and are therefore restricted to Level 1 marks. Example 1 below shows how candidates can write a few sentences and still achieve marks in level 2 if they include specific information. Example 2 shows an unspecific level 1 answer.

> *Walton-on the-Naze*
> The cliff is slumping as it is on top of London clay which is permeable causing the cliff to recede. LSD NW-SE occurring shortening the width of the beach, waves are crashing against the cliff.
> [Example 1]

Walton-on-the-Naze
This is an area on the coast that is under constant erosion from the sea. The sea reaches the beach by long shore drift and erodes the cliff by weathering, hydraulic action and abrasion. The cliff is being eroded back and this means land and buildings will be lost. The land is of high economic value a it has houses and shops on it. Parts of the cliff have now been protected and others have been left by managed retreat areas that are of little economic value like farmland, houses and public buildings and this effects the economy of the area as it has lost its way of making income and cannot support itself. Because this area relies on tourism the beach is important and so needs to be kept. [Example 2]

Q1(c) Produced very varied responses. The candidates who used the correct case study generally scored into level 2 and 3. Excellent case studies were seen on Alaska, Papua New Guinea and Ecuador. Other candidates used case studies on The Sahel and Norfolk Broads which only scored a max of level 1 as they are not the correct case studies for this question. Centres should ensure that candidates understand the resource exploitation section of the course.
Example 3 below shows a candidate who has given specific information on the 3 parts of the question. However, the explanation is not worthy of level 3 or top level 2 and hence the candidate received a mid-level 2 mark. Example 4 shows an excellent answer on Alaska.

Amazon Rainforest, Ecuador
The Amazon rainforest is [the] Oriente in Ecuador, since 1964 Texaco oil company have been extracting oil from the land. The effect has been that they produce poisonous hydrocarbons and toxic water which contaminates water supplies of the people and there has been an increase of cancer and miscarriages. Pipelines have been built through scenic areas and caused a leakage which infected the periwinkle which was used by the people for leukaemia. It has destroyed habitats of fauna and flora such as the river otter and rare puma. They have also built roads through the forest and encourage colonos tribes (such as the Haurani) to settle in the area. The management done is not much by Texaco but Maxus Energy has been given $6m to the nature reserves to keep it's maintenance and also built schools for the extra tribes. They also built the pipelines under the National Park to prevent oil leaks into the drinking water. [Example 3]

Alaska Pipe Line
The Alaskan oil field is responsible for one third of Americas oil, but to export it created many problems. Firstly, a pipeline had to be constructed across Alaska from Prudhoe bay to Valdez. This pipeline firstly crossed the migration route of the Caribou , so they were forced to raise it so that they could pass under. The main threat was however through a possible oil spill. To prevent this the pipeline was put in sliding shoes to ensure the line didn't break as there is a lot of seismic activity. They also had multiple shut off points to limit the oil that could escape in a spill.
A spill did however come on March 24th 1989. the Exxon Valdez, a super tanker crashed whilst leaving the bay, spilling 60million gallons of oil. This spill then caused the death of 35,000 sea birds and 3000m sea otters. The local economy which has focussed mainly on fishing has also hugely damaged as many of the fish were now poisoned. The spill spread over 190 km from the original crash site. The Exxon oil company spent 600million dollars on cleaning it up but only did around a 1/6 of the work. This work included power hosing the oil off the surface of the sea, polishing rocks and cleaning the local environment. [Example 4]

Question 2

Q2(a)(i) Well done.

Q2(a)(ii) Many candidates answered this question incorrectly.

Q2(a)(iii) Well answered.

Q2(a)(iv) Very well received.

Q2(a)(v) Well answered.

Q2(a)(vi) Well answered by the majority of candidates although a number did not develop their answer sufficiently for the second mark.

Q2(b)(i) Very well received by the majority of candidates.

Q2(b)(ii) Well answered.

Q2(b)(iii) Some candidates seemed unaware of how buildings are protected against earthquakes. Some candidates did not annotate sufficiently others reversed their answer and wrote about why low buildings suffer less than tall ones.

Q2(b)(iv) This question was received much better than the last time it appeared. However, a significant proportion of the candidature still insisted on discussing impacts not responses. A variety of case studies were used. Those using Turkey scored well as it includes the necessary specific information. To access the higher marks specific detail is required. Simply referring to Red Crescent or the Red Cross is not sufficient.
Example 5 is a good example of a candidate who explains well the problems of and responses to the earthquake but has no specifics. Therefore cannot access the higher levels and is kept in level 1. Example 6 is a top level 2 answer, it has explanation and specifics on short term responses but does not have the specific information on long term responses to reach level 3.

> *Izmit in Turkey*
> Mount Izmit in Turkey sent an earthquake killing over 4000 people. Many people were displaced so with the help of external not internal relief, camps were set up. However, poor sanitation in the camps led to the spread of disease and diarrhoea. People did not have TVs or Radios therefore they were not warned about what was going to happen. Bodies were excavated but many were left unburied and disease spread that way. It took a long time for roads to be repaired therefore the clean up operation and rescuers of trapped victims was slow and many who could have been saved, died. Relief aid from other governments and donation of money helped rebuild the economy, infrastructure and buildings and factories giving the survivors jobs. They also tried to build tourism up again by money aid which would help the economy.
> [Example 5]

Turkey; Izmit
The people in Izmit were woken by an earthquake at 3am in 1999. It struck 7.4 on the Richter scale and the main areas affected were Izmit and Istanbul.
The German red cross conducted aerial surveys so it could see the extent of the damage. The Red Crescent donated 20 rolls of plastic, 50 bars of soap, 5000 of corrugated Iron. Also the Turkish newspaper send emergency food whereas the government only sent bread which quickly went stale. However, all this short term aid was wasted as people were still living in tents after 2 years since the earthquake struck. Many people were homeless and 2500 people died causing much emotional stress for many. People were still out of work because many factories had not been rebuilt straight away.
[Example 6]

Q2(c) The first part of this question being on impacts was very well received. However, candidates found the second part much more challenging. Many wrote about how the development of the country would be impeded by successive tropical storms. Example 7 below shows exactly what was required of a full mark answer. Example 8 is good example of a candidate who gives a lot on information but none of it is specific therefore scoring in level 1. Example 9 shows a candidate who wrote very little but is was specific and therefore achieved a mark in level 2.

Hurricane Floyd
Hurricane Floyd formed on the Atlantic ocean just off the continent of Africa on September 2nd 1999. as it moved it intensified and by the time it approached North Carolina, it was a category 4 hurricane. It struck on the 16th September.

111 people died and over 7000 were injured. Farmers lost $1billion of crops and 57000 people were registered for help from the government. The total losses mounted to $430million. Coastal areas were lost because 20m of sand was blown off beaches. Also, 2000 crows died. Thankfully, 12000 people evacuated which saved many lives. North Carolina alone had 30,000km² of land flooded.
In a way, USA were better prepared for the hurricane. Many people had insurance and the country had the FEMA (Federation emergency management agency) which prepared the country with free information on how to protect themselves. They also had the NHC (National Hurricane Centre) in Miami Florida which surveys the ocean with geostationary satellites which monitor the air movement and can see when hurricanes might occur. Using this can warn people and lead an evacuation. LEDCs cannot afford this so their country suffers more and the impact is much more devastating.
[Example 7]

Hurricane Floyd
Hurricane Floyd begun off the West Coast of Africa between the tropics and travelled in a clockwise arc hitting the Caribbean and South Western States of America. The majority of countries affected are MEDC's and there was relatively small amounts of deaths and people made homeless for a tropical storm of this size. Warnings were given from hi-tech equipment prior to the storm and a lot of these areas predicted to be hit were evacuated resulting in low levels of death and injury. The buildings were designed to withstand these natural disasters although some builders saved money by not building the homes to the governments' specification, resulting in lots of damaged or destroyed housing. If this storm had hit LEDC countries then the result would be a lot more devastating. These countries cannot afford hi-tech equipment that can warn you of storms so there is high levels of both death and injury. These countries homes are usually made from wood and are completely flattened during the storms causing millions of people to be homeless.
[Example 8]

Cyclone One Bravo, Bangladesh
111 deaths were caused and 1million people had no electricity or water supplies. People had to be evacuated. Communication links were damaged or destroyed. This is because it occurred in an LSDC and the money is not available for technology to predict tropical storms and money is backing in housing and living conditions.
[Example 9]

Question 3

Q3(a)(i) Very well received

Q3(a)(ii) Candidates demonstrated a good knowledge of these terms. Although some failed to expand on the definition to attain the second mark.

Q3(b)(i) Very well answered.

Q3(b)(ii) This was extremely well received with the majority of candidates making good use of the available data. Although it was surprising the number of candidates who gave the top temperature figure as 30 C and the bottom as 25 C.

Q3(c)(i) The candidates were able to identify the physical attractions. However, they seemed to find the human more challenging. Attractions were credited, not activities.

Q3(c)(ii) This was well received on the whole, although some candidates were very general in their answers. The question clearly asks for evidence from the photograph and full marks cannot be achieved without this evidence.

Q3(c)(iii) Both parts of the question tended to be addressed. Some candidates also referred to positive. Candidates who wrote about Nepal and the Inca Trail tended to provide good specifics. However, the Lake District and Malham were less well done with few specific points made. A number of candidates wrote about coastal areas which, of course, only scored marks in level 1. Example 10 is a candidate who clearly knows where the case study is located and uses Mt Everest. However, this is not a specific point within the context of this question and therefore the response remains in level 1. Had the question referred to physical attractions, then the response would have moved into level 2. Example 11 is a level 3 response; both parts of the question covered with explanation.

Nepal
When tourists go climbing up Nepal's mountains, most famously Everest, they leave a lot of equipment behind which causes pollution and damages the environment. The country is also made up of poor people and although tourists provide their country with money they don't socialise with the poor people which can cause tension . They erode the mountains and the footpaths which also causes environmental damage and ruins the scenery. Crime and drug dealing can also increase around tourist because the are wealthy and have expensive possessions which can get stolen.
[Example 10]

Inca Trail, Machu Picchu
The tourists have caused erosion to the paths with over 500 tourists a day. In 1998 53200 tourists visited. There are 80 species of orchids which the area is famous for, which tourists pick which causes damage in the number of species. Locals are affected by the clothes westerners wear and no longer want to dress in nature clothes. Garbage has been disposed of in rivers such as Ubumbka and human excrement is included. Locals are treated badly by tour managers and companies and tourists, which give the locals a bad image of tourists. Damage [is caused] to historical sites from tourists walking an climbing on them and litter dropped by tourists. In 2000 May, the government put up restrictions. Plastic water bottles were not allowed. Only flasks and no littering. Porters should only carry 20 kg. Independent travellers in groups of 10 are allowed, if the contact is through an independent agency and guide and do not hire porters and cooks. Entrance to walk the Inca trail has increased from US $17 to US $50. Natural habits have been destroyed by tourists, camp trees and this causes forest fires. [Example 11]

Q3(c) Many very good answers were seen to this question. Candidates tended to give responses on the Maldives and Machu Picchu. Centres must ensure that the candidates fully answer the question with problems and management solutions. Those candidates who dealt with a problem and a solution together tended to score more highly. Candidates must remember to explain the management not just state the specifics. For example, for the Maldives to simply state that 'the buildings are 5m away from the shore line' is a good piece of specific information, however, it needs the explanation of 'to hide the development so that the islands still keep their natural look as tourists arrive for their holiday' to allow access to the higher marks. Example 12 shows a level 3 response which attempts to explain each management technique. Example 13 has good explanation but lacks specific detail and therefore scores in level 2.

The Maldives
In the Maldives, the tourists could have, firstly, provided an increase in crime to the area. Secondly, they could have destroyed the environment with litter and building of tourist resorts. This would have been a big problem and is the reason that sustainable tourism has been used. Thirdly, the tourists could have affected traditional culture in the Maldives and increased western culture, which would have been a problem.
The government used sustainable tourism to manage any potential problems. Firstly, their buildings are situated at least 5m from vegetation lines, to reduce the effect on the environment. Secondly, no buildings are allowed to be built above the treetops, so reducing slight pollution. Thirdly, only 20% of islands can be built on, then again reducing the effect to the environment. Fourthly, as there are 1190 islands in the Maldives only 80 have been designated as places where the tourism industry can be built. This reduces the effect socially, as islands for residents are in different areas…Solar heating panels are used for water systems, desalination plants are used for clean water and incinerators are used to reduce garbage disposal. These things create sustainable tourism industry and manage problems. This has been achieved by grants from the EU since 1981 worth $3.75 million to assist in managing schemes. $14million from Japan for sea level controlling and grants from the WTO to help in management and training schemes.
[Example 12]

Maldives

The Maldives are a large group of tiny islands and are home to many different species of plant life and wildlife. The Maldives are a very popular holiday destination and because of this it is very possible that the islands may be been ruined by tourists damaging the environment and leaving rubbish everywhere, but these islands have been sustainably managed very well. This includes incrementing and non-biodegradable rubbish and also houses have each got their own septic sewage tanks. To make sure that the Maldives does not look as if it is affected by tourism and the beauty of the islands are kept, many things are built below the tree tops. This includes all the cafes and restaurants. Houses are also built 5m back from the tree line and have green roofs as to blend in with their surroundings. This all adds to making the resort look beautiful and untouched, and is a reason why it is so popular. [Example 13]

Question 4

Q4(a)(i) A number of candidates were unable to access the 2 marks available here. They did not give a good enough definition.

Q4(a)(ii) Too many candidates mix up renewal with redevelopment which lost them marks on a relatively easy question.

Q4(a)(iii) Very well received. Candidates made excellent use of evidence of the maps.

Q4(a)(iv) Well received by the majority of candidates

Q4(b) Very well answered.

Q4(c)(i) Very well received with candidates having a good knowledge of the characteristics of a shanty town.

Q4(c)(ii) This question caused problems for many students. Some simply repeated the characteristics of a shanty town from the previous question others simply listed push - pull factors.

Q4(c)(iii) Candidates responses were very varied for this question. Many candidates seem to miss the point about rapid growth of urban areas. Some concentrated on the problem of birth rates and policies to reduce them. These responses gained no credit as high birth rates and their management are not a problem which is specific to urban areas. The case studies which scored well were São Paulo and Mexico in both cases the pupils had the necessary knowledge to achieve the highest levels. This is shown in example 14. Example 15 shows a response which has specific information but it is not explained therefore the mark is limited to the bottom of level 2.

> *São Paulo (Brazil)*
> To deal with the growth the government in the 1970s bulldozed favelas. It was stopped in 1985. instead Cingapura houses and apartments were built. An area in the favela was cleared and apartment blocks 5-11 stories high were built. Those who could pay got a flat. In the village Pedra Bella 100km from the city centre, a group of volunteers with $45,000 grant from the Danish government taught locals skills to try and stop them moving to the city for work and keep them in the village. They are taught to make rugs and cheese and women are taught to grow crops other than potatoes. An Australian charity called Caratis, has helped favela residents start bank accounts so they can buy the land the favela is situated on . in Favela Monte Azul, a German teacher went there 17 years ago. It's home to 3,800 people in 400 houses. He cleaned up the local stream providing clean water. He built a medical centre employing 12 doctors and 4 dentists. He built a bakery and day care centre. In Favela Jardim Jacqueline which is next to the wealthiest suburb in São Paulo a day centre for 250 kids who used to roam the streets has been set up. Also increased industrialisation means more jobs and roads have been completed.
> [Example 14]

São Paulo, Brazil
The favelas are being managed with schemes like the Cingapura housing scheme. People who live up the favelas are given blocks and pipes and are told to build or improve the own houses the materials are paid for by the government. Other schemes involve the government building tower blocks 5-11 storeys high with 4 apartments on each floor. These apartments will cost $60us then 18-20 us dollars a month for 20 years. These will have electric gas and running water also a front and bathroom door.
[Example 15]

Q4(d) The most common case study was Cairo. Candidate responses however were quite variable with many straying into causes and others writing at length about water and noise pollution. There was also a tendency to mention the facts without explaining them. This is demonstrated in example 16 where the candidate deals with causes of air pollution and water pollution before managing to answer the question. The response just crept into level 2 it has specifics on both types of management but very brief on air and it lacks explanation. Example 17 is a level 3 response.

Cairo, Egypt
The huge amount of densely populated areas in Cairo causes a lot of air and land-based pollution. There are over 25,00 cars in Cairo that are ten years old and are not fitted with catalytic converters allowing carbon monoxide along with other dangerous gases into the atmosphere. Night club boats along the river Nile cause river pollution and noise pollution. Unforced and the lack of laws on incinerating campaigns using filters increases air pollution greatly. Rubbish being dumped is a huge cause of land-pollution. Only 20% of the 25,600 tons of rubbish per week is collected and recycled. CAP the with laws on filter and catalytic converters to by fitted on all cars. The Zaballeen, a group that collect rubbish for money are helping greatly to reduce and recycle the rubbish build up. Also the night club boat have been supplied with cleaner less polluting levels.
[Example 16]

Cairo
Air pollution from 2million+ cars in Cairo, (where over 25% of Egypt's population live) cause a dense smog to be present over the city at most times. This Is also due to 90% of the cars being over 10 year and not environmentally sound. This can cause diseases like kidney failure, diphtheria and infertility and miscarriage, as well as on average 4-point IQ drop in children. Land pollution comes from the 10,000 tonnes of waste produced daily, only 60% of which is managed and safely disposed of. Often medical centres are unable to safely dispose of waste, which leads to illness and higher patient death.

An example of management is the CAIP (Cairo Air Improvement Project) funded in 1994-5 by $227million of US aid, which aims to reduce vehicle emissions and enforce check ups on vehicles for their environmental safety. They have been reducing the air pollution to within the regulated guidelines (it was 5-10 times above before). The Egyptian Government is also focusing on safer and more regulated waste disposal in Cairo by introducing limits on what can be used by households.
[Example 17]

Coursework

Overall standard

As in 2005, there were many examples of excellent coursework. Many teachers had openly shared the assessment criteria with their students, as per *Assessment for learning* principles which helped candidates to produce more coherent studies .Candidates understood how to maximize their marks on each criterion.

The most popular topics have, once again, been studies of CBDs and river channels. However, there have been an encouraging number of excellent and well-structured studies based on tourist honey-pots. It is clear that physical studies necessarily generate less data than human studies. There were fewer "week away" and "Cooks' Tours" style studies again this year.

There were still some problems with some coursework based on data collected at residential centres. Close liaison with residential study centre staff to clarify assessment criteria is always beneficial. It is therefore extremely important that school staff plan and structure their own studies around a question or hypothesis and facilitate their candidates' collection of relevant data in order to address this problem.

To allow candidates to do their best, it is important that centres follow the current specification in detail.

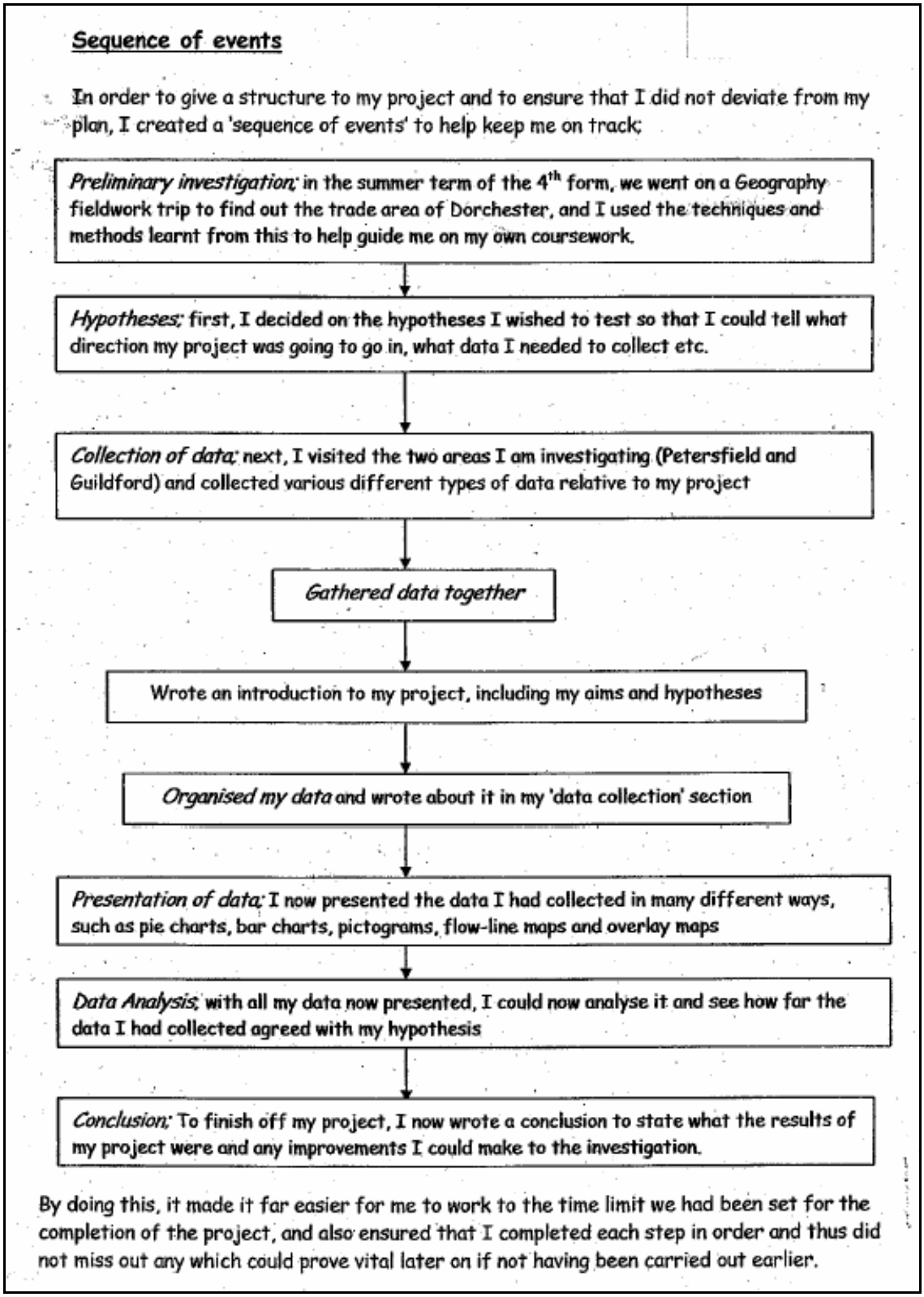
Criterion 1

There was a vast improvement in the location of studies and many candidates used maps from the internet to good advantage. Some of the best locational maps were annotated using ICT. ICT can also be used to produce good flow diagrams, mind maps and tables. These help candidates to clarify their proposed sequence for investigation (as shown in Figure 1).

Some studies included large amounts of extraneous background material which does not gain any marks. Candidates should always state a clear aim and adhere to it throughout the investigation.

Many centres chose Landscape Management but it is sometimes difficult for candidates to cope with such a broad topic. It is essential for candidates to focus on the management objectives in their introductions so that any primary evidence they gather can be evaluated against these. Studies based on National Parks were far more tightly focused than those based on coastal management.

Figure 1



Sequence of events

In order to give a structure to my project and to ensure that I did not deviate from my plan, I created a 'sequence of events' to help keep me on track;

Preliminary investigation: in the summer term of the 4th form, we went on a Geography fieldwork trip to find out the trade area of Dorchester, and I used the techniques and methods learnt from this to help guide me on my own coursework.

Hypotheses: first, I decided on the hypotheses I wished to test so that I could tell what direction my project was going to go in, what data I needed to collect etc.

Collection of data: next, I visited the two areas I am investigating (Petersfield and Guildford) and collected various different types of data relative to my project

Gathered data together

Wrote an introduction to my project, including my aims and hypotheses

Organised my data and wrote about it in my 'data collection' section

Presentation of data: I now presented the data I had collected in many different ways, such as pie charts, bar charts, pictograms, flow-line maps and overlay maps

Data Analysis: with all my data now presented, I could now analyse it and see how far the data I had collected agreed with my hypothesis

Conclusion: To finish off my project, I now wrote a conclusion to state what the results of my project were and any improvements I could make to the investigation.

By doing this, it made it far easier for me to work to the time limit we had been set for the completion of the project, and also ensured that I completed each step in order and thus did not miss out any which could prove vital later on if not having been carried out earlier.

Criterion 2

The methodology matrix helps candidates focus on how they plan to collect their data. For more able candidates the methodology matrix can be a constraint unless accompanied by written explanations.

Many candidates successfully used photographs to enhance their data collection. Photographs should be well annotated with good comments to help explain how data was collected.

Use of questionnaires was once again a frequently used method of data collection. An increasingly popular trend was to annotate a copy of a questionnaire, either by hand or by using ICT, to explain why particular questions had been included. Figure 2 shows a very useful table produced by a candidate to justify the content of a questionnaire. Coursework should be based on at least thirty questionnaires in order to obtain meaningful results. Candidates can pool results from a group questionnaire, to produce powerful statistics, which can then be complemented by individually collecting other types of data.

When discussing problems with their methods, many candidates concentrated merely on the physical problems of collecting data, which only gained them credit up to Level 2. In order to gain Level 3 marks, candidates should be focussing on how the particular methods they are using will help them to address their aims and objectives.

Figure 2

What will the questionnaire show me?

Question	What will it show me?
Age	This is relevant as I need to gain the opinion of the local residents as to how they view the tourism trade. This needs to be done for people in different age cohorts as young and old people have their different views on tourism which I need to address.
Are you? A resident/visitor…	This question gives me a representation of the different selection of people in Ambleside. From this question I can then understand the number of people who are a resident in the area and the number of visitors who have arrived here.
Do you think that tourism brings a lot of good jobs to the area?	This question is aimed at local residents so they can voice their opinion as to how they feel Ambleside's economy has grown.
Tourism and the second home market has made it difficult for local people to buy homes	this question enables me to comprehend from a local perspective if they feel that they are being 'pushed out' of Ambleside as a result of increased house prices due to tourism.
The benefits that tourists bring to the Lake District are greater than the problems they cause	This is probably the most significant question as the assignment that I have to complete is to decide if the 'benefits brought by tourism outweigh the negative impacts'. Therefore by gaining the local perception, this will assist me in answering the question.
How often do you visit the Lake District?	This question is very important as with this information, I can then understand why there is so much traffic congestion because of the frequent visits tourist make to the area.
Do you think the Lake District is …unspoilt/has many problems/ has some problems with tourism?	I find this question appropriate as then I can gain an incentive from both local residents as well as tourists if they feel that the tourist trade is to blame for the damage to the Lake District environment.
What are the main problems you have seen?	I think that this question is very suitable as the people that I questioned can give an opinion as to the improvements that can be made to Ambleside so that the problems can be resolved. In many ways this can be more useful than a secondary source of information as this is the opinions of people who have witnessed the problems in Ambleside and understand the cause of it.
Would you consider looking for a family home here?	This is a very direct question which asks tourists if they would consider a second home here. The outcome of this question is relevant as it shows a clear picture as to why there are problems for local residents in the housing market due to the demand from tourists.

Criterion 3

There has been a pleasing increase this year in the number of candidates using located graphs to present their data on maps and profiles. There were many other excellent examples of statistical mapping, including isolines and flow lines. Good use of overlays was also evident. Several centres had extended their techniques, to include use of aerial photographs from the Internet customised to show their findings across an area.

Studies once again included many excellent photographs, although annotations were not always as explanatory as they should be. There were a number of excellent field sketches this year that had been well annotated and integrated successfully into the body of the study.

The majority of centres were able to facilitate their students' use of ICT for data presentation. However, some students were limited, possibly on the grounds of cost, to printing in black and white. I would advise that, where colour printing is not possible, the use of coloured pencils could help to distinguish between several grey zones on graphs. Alternatively, different types of shading techniques could be used, rather than shades of one colour.

Whilst urban studies tended to provide sufficient data to produce a wide variety of presentation methods, physical topics necessarily provided a narrower range of methods. Centres should be aware that good quality and appropriate techniques on physical coursework justify Level 3 marks on Criterion 3.

Candidates must provide appropriate justification of presentation techniques to access the highest marks on Criterion 3. This needs to be more than "it is a clear and effective technique" to gain such credit.

Criterion 4

Most candidates made some comment about the data. However, these were often descriptive rather than analytical comments. There was a reluctance to quote actual figures to support arguments. Some candidates did this well, however, and were able to cross-reference between different sets of data, to come to a valid conclusion related to their aim.

Candidates often find it easier to analyse their findings by writing about graphs and tables as they draw them. This can help weaker candidates to reach the middle of Level 2.

River studies were particularly problematic this year. It was obvious that many students did not understand the aim of their work and then found it difficult to work with statistics that stretched beyond their mathematical skills. This meant that the analysis of graphs and other data was at best superficial. Techniques such as Spearman should be reserved for candidates who can comprehend the underlying mathematical principles. It is often useful to provide a structure, particularly for weaker candidates to help with their analysis. In many cases this can enable candidates to access Level 2.

Conclusions in general were very brief. Where studies had been based on a clear aim, conclusions tended to be meaningful. In other cases it was difficult for candidates to draw the threads of their studies together.

Most candidates made some attempt to evaluate their work. However, this was often limited to how they could have collected more data or how they might get better results at different times. To reach Level 3, on Criterion 4, students must reflect on the structure of their investigations and evaluate the investigative process.

Criterion 5

There was a pleasing reduction once again in the number of over-length studies in 2006. Studies are tending to be shorter and more concise.

It was noted that some centres had paid slavish attention to the specification criteria and had written their studies in five separate sections. This can sometimes lead to a break in the flow of the study. The most coherent studies were those which contained a clear aim, good analysis of data and a solid conclusion which returned to the original aim. Cross-referencing between sets of data helped students to access Level 3 marks.

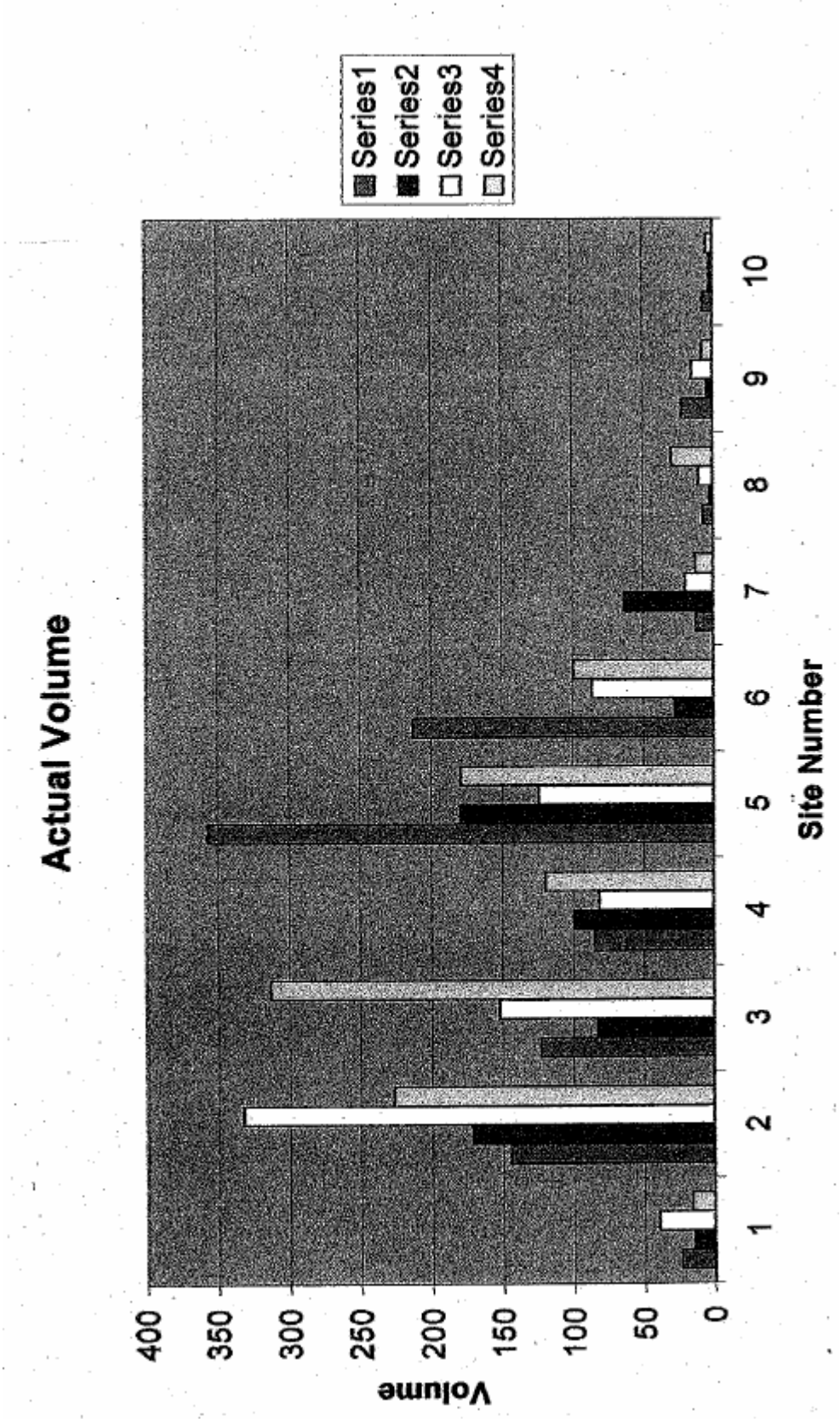
Many candidates across the ability range did not provide a bibliography. Centres should note that bibliographies should include details of computer packages used as well as all sources used.

ICT

There was a notable improvement in the use of ICT across the entry this year. This included using the internet to download maps and using digital photographs and manipulating them (to include arrows, annotation, etc) successfully using ICT.

However, many studies continued to show indiscriminate use of the Microsoft Excel package. Graphs need to be appropriate and legends must be customised.
Figure 3 shows a composite bar graph, which at first glance looks impressive. However, it's legend has not been adapted; it has been left as Series 1, Series 2 etc. In addition, the vertical axis has not been labelled with units.

Figure 3


Actual Volume
Series1
Series2
Series3
Series4
Volume
400
350
300
250
200
150
100
50
0
1
2
3
4
5
6
7
8
9
10
Site Number

Marking and administration

Centres were once again, on the whole, very prompt in sending their samples to the moderators. The majority of centres applied the assessment criteria well and internal standardisation was better carried out this year.

Please take note of the following points:

- About twenty percent of centres were still using the old ICRS form. This meant that they awarded inappropriate criterion marks for their candidates.

- There were several cases of suspected plagiarism. Some of these concerned individual candidates who had clearly copied work. Such cases were referred to Edexcel. There were some centres, however, where there had been too much teacher direction of the work and this made it difficult for moderators to assess whether plagiarism had taken place.

- Some centres continue to use heavy folders and poly-pockets. These are unnecessary and make samples difficult to handle. Other work arrived with no names or candidate numbers, making it difficult to check, especially if it became separated from its ICRS form.

1312 Statistics

Mark Ranges and Award of Grades

1312 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Overall Subject Grade Boundaries	100	64	55	46	37	28

1F Grade	Max. Mark	C	F
1F Raw Mark Boundaries	80	54	36

2F Grade	Max. Mark	C	F
2F Raw Mark Boundaries	60	41	21

1312 Higher Tier

Grade	Max. Mark	A*	A	B	C	D	E
Overall Subject Grade Boundaries	100	79	72	65	58	45	38

3H Grade	Max. Mark	A	C	D
3H Raw Mark Boundaries	80	60	50	39

4H Grade	Max. Mark	A	C	D
4H Raw Mark Boundaries	60	42	32	24

Coursework

Grade	Max. Mark	A	C	D	F
Coursework Raw Mark Boundaries	63	45	36	29	16

3320 Statistics

Mark Ranges and Award of Grades

3320 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Overall Subject Grade Boundaries	100	55	47	39	32	25

1F Grade	Max. Mark	C	F
1F Raw Mark Boundaries	90	53	31

3320 Higher Tier

Grade	Max. Mark	A*	A	B	C	D	E
Overall Subject Grade Boundaries	100	70	65	60	55	41	34

2H Grade	Max. Mark	A	C	D
2H Raw Mark Boundaries	90	59	49	35

Coursework

Grade	Max. Mark	A	C	D	F
Coursework Raw Mark Boundaries	63	45	36	29	16

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