

# Examiners' Report

## Summer 2007

GCSE A

GCSE Geography (1312)  
Short Course (3320)

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Summer 2007

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## Contents

1.	Paper 1F Examiner Report	5
2.	Paper 2F Examiner Report	13
3.	Paper 3H Examiner Report	27
4.	Paper 4H Examiner Report	41
5.	Coursework Moderator Report	65
6.	Statistics	69



# Examiner Report

## Summer 2007

GCSE A

### GCSE Geography (1312) Paper 1F

## Unit 1312 Paper 1F

### General comments

- A number of the items ask the candidates to put a cross in a box. The candidates must ensure that this is done accurately and that the instructions on the front of the paper are observed about when they change their decision.
- The map was again used throughout the paper. Candidates are improving with their use of map evidence but centres are reminded that if map evidence is asked for, candidates will not receive full marks without specific map evidence included in their answer.
- There were still a large percentage of candidates who did not supply data when it was requested and therefore did not achieve full marks on those questions.
- Centres should also remind candidates not to write on the blank pages at the end of the paper but to request extra paper if they require more space.

### Question 1

This question was well received by the majority of candidates. Most were able to identify the river landforms and complete the sentences on headlands and bays accurately.

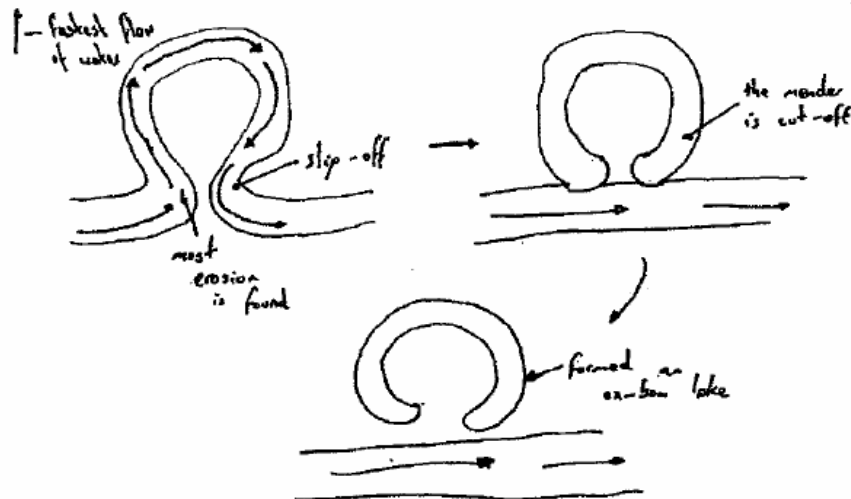
1av This item was on the whole well received. Candidates were able to describe what would happen to the bend in the future and a large percentage were able to give some sort of explanation.

This is a good example of a candidate who scored into level 2 with an explanatory point on the diagram.

(v) The feature in Photograph A is a meander bend.

Explain the changes which might happen to this meander over a period of time. You may use a diagram or diagrams in your answer.

Over a period of time, the meander will form into an ox-bow lake due to the erosion on the outside of the bend. The erosion on the outside of bend will be erode away the river cliff until it cuts off the meander, so the river will free flow where it follows in a straight line causing the meander to be cut-off and form an ox-bow lake.



1c Candidates were unable to respond to this question successfully many did not seem to understand what was meant by the term feature or simply had not learnt them.

### Question 2

This question examined The Natural World part of the specification and as usual the candidates found it quite challenging.

2a ii This question was not as well received as in the past with the majority of the candidates scoring half marks.

2b All of these items were well received with many candidates demonstrating a good understanding of the passage of a depression.

2c i) ii) the response to this question was good.

2c iii) Candidates did not respond well to this question. They were unable to use the diagram in the way that had been intended. The ones that did scored well.

2 b) iv) This question was not well received. Candidates approached it from many different angles including air masses.

This is an example of a candidate who achieved full marks.

Leave blank

(iv) Look again at Figure 2b. Also look at Figure 2d, a cross section of Northern England.

Ambleside has more rainfall than Middlesbrough.

Use an annotated diagram or diagrams to explain why.

Use the space below Figure 2d for your answer.

Height in metres

1000  
800  
600  
400  
200

Cumbrian Mountains

Pennine Mountains

0 50km 100km 150km

West coast

Distance

East coast

Ambleside (50 metres)

Middlesbrough (50 metres)

Convectional rainfall

as cloud moves over coast all moisture falls at Middlesbrough

happens again but out at sea

ambleside

middlesbrough

Sea

Sea

- ① suns rays heat sea water
- ② water evaporates and rises (water vapor)
- ③ water condenses and cools
- ④ forms clouds
- ⑤ falls as rain, snow, sleet, hail etc.
- ⑥ soaks back into ground and ends in sea or run-off

(4)  
(Total 20 marks)

Q2



### Question 3

This examined human geography. Candidates tended to score their highest marks on this question.

3ai ii On the whole very well answered.

3bi, ii, A number of candidates unfortunately identified the wrong side as they did not read the command sentence at the beginning of the item. Those who answered bi correctly tended to score 2 or 3 marks dependent upon if they included data.

c)i A surprisingly high number of candidates were unable to identify the Church with a spire. The other services provided no problems.

c) iii This was well answered although candidates who did not supply the necessary map evidence did loose marks.

3d On the whole this was a well answered with a range of case studies being used.

This response on Milton Keynes has a number of specific points but only explains the last one. Even though the explanation is weak it is enough for level 3.

(d) Choose an urban area you have studied in an MEDC.

Chosen urban area Milton Keynes

Describe the characteristics of its land use zones.

The land use zone is the Burgess model where it has the CBD at the centre of the place. This is where the communication links are. The CBD contains factories, shops etc where residents would go to the supermarkets. Near the CBD are poor quality housing e.g. Fishermead where the housing are terrist and small. Just outside this area is semi detached housing e.g. Stowhill where the housing conditions are much better than the terrist housing. On the edge of M.K. are good quality housing where there is room for expansion and have large gardens.

(5)

(Total 20 marks)

Q3
----

This is a well written response which includes explanation but sadly no specifics and is therefore held at top level 1.

(d) Choose an urban area you have studied in an MEDC.

Chosen urban area Reading

Describe the characteristics of its land use zones.

The characteristics of its land use zones are that firstly in the CBD it has been used for public building, offices and governmental buildings and expensive housing. Secondly in the inner city used for more houses and a few important shops and buildings, the houses are less expensive and the suburbs the houses are much bigger as the land is cheap, there is garden in the front and back, and in the other time there was a garage ~~introduced~~ and there was up to 2 or 3 bedroom house and was still cheap but not as in the other area, where the land is cheap.

(5)

(Total 20 marks)

Q3
----

#### Question 4

This question received a mix response with candidates scoring well on the skills items but many were unable to access the higher marks on the levels item at the end.

4bii iii The majority of candidates scored highly on this question. They had no problems suggesting ways to diversify the farm and were able to give reasons for their answers.

4c This question was very well received few errors were seen.

4d This item was not well received. As with their higher tier peers they were unable to relate their case study knowledge to the question that had been set, others simply left the question blank.

This response is a good example of a candidate who has the knowledge to achieve level 2 and gives a weak explanation.

Leave  
blank

(d) Intensive wet rice farming is carried out in many LEDCs.

Choose a study you have made of wet rice farming in an LEDC.

Chosen study of wet rice farming Philippines, Maximo Casiendo

Explain the physical and human factors affecting wet rice farming.

In Maximo Casiendo's farm, there are 9 people working there all of which are family members. There are many human factors considering the chemicals used which are 7-8 bags of nitrogen per hectare, 3 bags of full NPK per hectare and 2 bags of PK per hectare. Also 2 litres of pesticide are used per hectare. This influences the crop to grow and keeps insects away. On the other farm, more natural methods are used such as crop rotation. This keeps insects and other things away while maintaining a totally natural farm with healthy crops growing and no chemicals or side effects are there.

(6)

Q4

This is a typical level 1 response where the candidate knows about rice farming but does not have any specific case study detail to enhance their answer.

(d) Intensive wet rice farming is carried out in many LEDCs.

Choose a study you have made of wet rice farming in an LEDC.

Chosen study of wet rice farming ... philippines ~~china~~ .....

Explain the physical and human factors affecting wet rice farming.

The human factors are that there are few people working on a large <sup>area</sup> ~~area~~, so it is very intensive hard labour. There is no large machinery as most of the work is done by hand because the land around them is too wet and the machines would get ~~to~~ stuck. Also the land is not flat and the farms are normally on the sides of a hill, so that they can collect a lot of water in order for the rice to grow. There are no chemicals or fertilizers used, so the rice is chemical free. The people get little pay that do the rice farming. It is all manual labour and hard work, very little pay at the end of the day.

(6)

(Total 20 marks)

Q4

# Examiner Report

## Summer 2007

GCSE A

### GCSE Geography (1312) Paper 2F

## Unit 1312 Paper 2F

### Introduction

- 1.1 This was the fifth year that specification 1312 was examined. Experience gained from the first four years was helpful to the extent that it was possible to review the previous papers to try to ensure that the accessibility of the papers was maintained. The result of this was for candidates to be able to answer the majority of questions and not leave blanks. There were also only a very few candidates who failed to complete the papers in the time allotted.
- 1.2 It is always helpful when centres feed back their thoughts and impressions through the eyes of their teachers as well as their pupils. Positive Report has been through contact with the qualification and delivery and awards manager at edexcel, the inset programme, and through practising teachers who also act as examiners or moderators. It is a shame that the number of practising teachers who remain as examiners is diminishing, many only being prepared to examine for one or two years.
- 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 any of the questions themselves, although in some cases the question was not correctly read and there was a misunderstanding between LEDC and MEDC. There were some candidates who spent too much time on explaining answers when only descriptions were required and vice versa. Data was invariably given when it was asked for, often in considerable detail.
- 1.4 It is always an area of concern for centres as to which tier to enter their candidates. There was little evidence this year that candidates had been entered for the inappropriate tier, indeed there were fewer candidates this year who reached a standard well above that required for a C grade on the foundation paper. A small number of candidates did struggle on the higher paper and should have been entered on to foundation.
- 1.5. Rubric offences were relatively rare. In both paper 2F and 4H there were far less candidates than in previous years who answered all four questions and not as required, one from each section. Occasionally the layout of the papers can conceal one part of a question from the candidates; fortunately this was not the case this year.
- 1.6. Candidates should be reminded that it is their responsibility to communicate their ideas with clarity. There are marks available for the quality of written communication. As well as spelling, punctuation and grammar, this will also involve quality of handwriting and layout of answer. The standard of handwriting on several scripts was particularly poor. There appeared to be a noticeable deterioration this year. Some answers received were illegible and therefore could not be awarded marks. More space was given on the paper this year for certain items, however some candidates still tried to squash their answers into the available space, again making them difficult to read. Extra paper should always be used in this situation.
- 1.7. 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 represent

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. This was particularly so for centres using the studies in Tomorrows Geography or local case studies.

- 1.8. A separate report has not been produced for the short course as the performance on this paper is very similar to the full course. Centres 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.

## Question 1

1ai Very few incorrect answers.

1aii Most managed to copy from the paragraph for maximum marks.

1aiii Simple question which scored well.

1bi Majority correctly selected A.

1bii 500 was a common response by the weaker candidates who did not read the question correctly.

1biii Simple question which scored well.

1biv Direct lifts were required for the marks so imprecise answers such as 'people died' scored zero.

1bv Majority correctly selected long and little.

1bvi Unfortunately many candidates insisted on introducing the human element in their responses, namely the impacts of urbanisation or failures in the river management system.

A variety of valid points were made focusing on increased run off leading to the water entering the river quicker. The following extract gained three marks for the first statement. The second factor was a common urban based answer.

<p>(vi) Many physical factors can cause floods like this to occur.</p> <p>Name and explain two physical factors that cause floods.</p> <p>Factor 1 name ..... <i>Cutting down trees</i> .....</p> <p>Explanation <i>Causes less water to be absorbed by the trees, which is left to run into the river causing it to flood.</i></p> <p>Factor 2 name ..... <i>Building more dams</i> .....</p> <p>Explanation <i>This causes more pressure behind the dams because lots of the water is being stopped causing it to burst.</i> (4)</p>		<p>—</p> <p>—</p> <p>—</p> <p>3</p>
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1c The most popular case study was the Mississippi which accessed the mark scheme quite easily, but even here there were significant numbers who wrote general answers. The extract below is a fairly simple answer but it does score maximum marks as it has one specific management technique, '105 dams' and two non-specific, 'afforestation and levees'

(c) Rivers can be managed to limit the effects of flooding.

Choose a river management scheme that you have studied.

Chosen river management scheme Mississippi

Describe the river management techniques that have been used on your chosen river.

The river management techniques of Mississippi are:

105 Dams were built on the river

Missouri. Afforestation took place

meaning more vegetation was

planted to help stop the river from

flooding. The flood banks are built up

higher and stronger.

(continued on extra<sup>(5)</sup> paper)

1di Very few candidates gave specific effects e.g. the amount of cliff recession or the names of roads destroyed. Many answers mentioned generalisations such as 'houses destroyed' or 'a road has been damaged'.

1dii Many types of management techniques were described but were very often not specifically related to the area or explained why they were used. Walton, Holderness and North Norfolk were the overwhelming favourites. The first extract is a good answer with specifics and explanations. The second extract is typical of many that mention several techniques and explains some, but is not specific and therefore can only be in level one and gained three marks.



- (a) Choose a stretch of coastline or coastal area that you have studied where cliff recession is occurring or has occurred.

Chosen case study Waultonon - the  
naice

- (i) Describe the effects of this cliff recession.

Pill box which was built in 1945 on top of the cliff is now 35 metres away from the cliff. Slumping is also happening.

(continued on <sup>(3)</sup> ~~extra paper~~)

- (ii) Explain the management techniques that have been used to control cliff recession in your chosen area.

rip rap has taken form. Groynes were built with <sup>10 tonnes</sup> ~~10 tonnes~~ of ~~lester~~ granite to help protect the soft rock 'clay' at the bottom of the cliff from long shore drift. Soft rock is being protected from other forms of erosion such as corrosion. Hard rock

- (ii) Explain the management techniques that have been used to control cliff recession in your chosen area.

Many management techniques can be used to control cliff recession, Groynes can be used which will hold the beach in place. Rip Rap can be used. Drains can be put in to ~~prevent~~ allow ~~the~~ water to go down drains. A sea wall can be put in so the cliff doesn't get touched and the sea will just hit against the sea wall.

3  
01

## Question 2

2ai well answered.

2aii A surprising number of candidates incorrectly answered B.

2aiii Several candidates said that North Island had more volcanoes than earthquakes, which suggests they have not read the question correctly.

2aiv Many candidates identified the type of boundary, what was happening to the plate or the idea of no subduction.

2av Some good answers as with the example below. Many candidates however gave examples that did not refer to buildings but to how humans can be protected such as earthquake drills and standing under doorways.

2a (v) Buildings can be protected from the effects of earthquakes.

Name and describe two ways that buildings are protected.

Name 1 ..... Shock absorbers .....

Description ..... rubber shock absorbers are  
underneath buildings to help lessen the  
seismic vibrations .....

Name 2 ..... shutters .....

Description ..... shutters on windows to  
prevent glass shattering on people  
below that have been evacuated (4) .....

2bi 10000 was a frequently given wrong answer.

2bii Direct lifts were required for the marks so imprecise answers such as 'homes damaged' scored zero

2biii Candidates made good use of the resource to help them explain food and jobs as well as other reasons for not wanting to move.

2biv Well answered.

2c Too many answers gave a great amount of information on how the storm impacted on the environment rather than people. Many good answers were seen particularly on Katrina and Floyd, although inaccurate facts and figures abounded. The following example was unusual as it featured Hurricane Ivan. It received 4 marks for specifics on number of deaths. The range of other impacts was not enough to reach the maximum 5.

2 (c) Tropical storms have an impact on people and the environment.

Choose a tropical storm that you have studied in an MEDC.

Chosen tropical storm HURRICANE IVAN

Describe the impact (effect) of the storm on the people.

Hurricane Ivan (category 5, 150 mph winds) hit the Caribbean

on ~~the~~ September 2004, it killed

31 people in Grenada and 19 in

Jamaica (10 in total) but deaths were so high because there was little warning.

Aid was sent by more developed countries; people were left because less

because their poor housing was

destroyed. ~~There were relief and other goods as support for some development~~

~~Over this storm hit the Caribbean~~

~~The National Disaster Agency in Miami~~

~~was able to track it and evacuate~~

~~people in Columbia (40% in Cayman Island)~~

~~were flown out, although only 7~~

~~did in the USA. thousands of cheap houses and ~~trailer~~ parking were destroyed~~

~~leaving many homeless. It was estimated 6 billion dollars was claimed in insurance potence~~

(5)

2d Unfortunately earthquakes rather than volcanoes were used in some answers. The effects of the volcano, even though not asked for, were often given. There was some poor evidence of specifics relating to long term recovery. Aid was very general with little mention of the specifics such as the number of blankets given, the amount of money collected or the location of tented villages. Mount St Helens, Montserrat and Pinatubo generally gave the best answers. The following example gained full marks.

2 (d) Choose a volcanic eruption that you have studied

Chosen volcanic eruption St. Helens

(i) Describe the aid given to the people affected by the eruption.

There was much short term aid. Many people were evacuated from the area (5 miles <sup>exclusion</sup> ~~evacuation~~ zone). 60 million was given immediately by the central government people left homeless ~~homeless~~ were given free food, water and accommodation. (comfort packs) (3)

3

(ii) Explain the long term recovery of the area affected by the volcanic eruption.

There has been much that needed recovering after the 350 mega ton blast of Sept May 18<sup>th</sup> 1980 <sup>& lakes</sup>. Rivers had been filled with logs and trees and timber. This needed to be silbed so that the danger of flooding was reduced. Trees destroyed had to be replanted in total the government planted 10 million trees.

Counselling was needed for those affected.

Some work places were destroyed so industry and economy had to be rebuilt.

housing needed to be rebuilt for homeless. (5)

(Total 30 marks)

5

Q2

### Question 3

3ai Vast majority realised that photograph A was an art gallery.

3aii Well answered, most stated that the people were not being active.

3aiii Active and mountain given by almost all. Some gave national rather than international.

3aiv Well answered.

3av Two easy marks for most, although approximately stated farmers rather than waiters.

3bi A few candidates did not add million after 150.

3bii Most candidates answered correctly.

3biii The most common answers related to war and terrorism. The most common incorrect answer focused on weather and lack of money.

3biv Most candidates answered correctly.

3c Physical attractions were usually better described than human. Several good answers were based on Machu Picchu, Malham and The Lake District. Unfortunately there were answers that were far too general with no specific examples. The following example shows how easy it was to gain full marks.

(c) Choose a mountain area you have studied which has been developed as a tourist area.

Chosen mountain area Machu Picchu

Describe the physical and human attractions which have led to its development as a tourist area.

Physical

→ Scenery, such as rich, deep valley and glaciated mountain peaks

→ 90 species of Orchids

→ Rare animals like the Andean fox, puma and river otter

Human

→ Hillside terraced houses and farms producing lima beans and potatoes

→ Ancient Inca ruins, capital Cuzco

3di Generally the more successful answers used Zanzibar or Ayia Napa. The word environment confused candidates because several answers were about the effects of

tourism on people. General answers about pollution gained few marks. Turtles were often mentioned but infrequently located, (Nissi beach in Cyprus)

3dii When talking about groups of people too many candidates just stated 'locals' which is too vague. Candidates using specific groups such as 'fishermen' and 'the elderly' scored well. The example scored two and five marks, with the second part giving a good range of specific groups.

(d) Choose a coastal area that you have studied which has been developed as a tourist area.

Chosen coastal area Aya Napa.....

(i) Describe the negative impacts (effects) of tourism on the environment in your chosen area.

→ Rare sea turtles have been forced to move from the beaches.....

→ Locals dislike the noise from the tourists.....

→ Beaches are becoming polluted along with coral being ~~dist~~ destroyed.....

(3)

(ii) What effects has tourism had on different groups of people in this area?

→ Older locals have moved to the hills due to the noise and behaviour caused by drunken tourists.....

→ Fishing men have seen a decrease in product as sealife is leaving the beaches and waters.....

→ Young locals are being supplied with jobs in clubs, restaurants etc.....

→ Club owners are becoming more wealthy.....

## Question 4

4ai What should have proven to be an easy question caused several problems. The stimulus photograph provided all the answers. Many answers however were very general e.g. houses, cars and roads was a typical response which did not relate to the inner city.

4aii Well answered

4aiii A wide range of terms were accepted and therefore this question scored well although some candidates quoted specific locations such as Reading or the M4.

4aiv Well answered. 'Department store' was the most common incorrect answer. Candidates possibly confused this with retail parks.

4bi Correctly answered by the majority of the candidature.

4bii Correctly answered by the majority of the candidature.

4aiii A wide selection of answers given. It appears that some candidates chose at random from the true or false columns.

4aiv Correctly answered by the majority of the candidature.

4c This was a well answered case study, particularly those candidates who chose Cairo. They must however make sure that they include accurate and specific detail when describing the causes of pollution as 'millions of cars' and 'lead smelters' is not sufficient. Mexico city and Sao Paulo were quite commonly used but in many cases lacked specifics. As with many of the items, the candidates did not read the question correctly and therefore wasted valuable time and effort writing about management techniques. The weaker answers often related to MEDCs with general points about traffic, factories and litter. Centres should note that water pollution is not on the specification and is not credited. The following example gained the maximum mark with a range of pollution specific to Cairo plus other general causes of pollution.



4 (c) Choose an urban area that has been polluted.

Chosen urban area Cairo

Describe the causes of pollution in the urban area.

Cairo suffers from land, air and noise pollution. The air pollution is caused by the 2 million cars in Cairo with over 50% of them more than 10 years old. Cars are also a form of noise pollution because the driver honk the horn in <sup>lot</sup> yard locked areas causing a lot of noise. Another form of noise pollution is the <sup>blasting</sup> disco boats ~~blasting~~ and ~~blasting~~ down the Nile. Late at night disturbing the people who live near the Nile. The land pollution is caused by people dumping <sup>rubbish</sup> waste everywhere. When children and poor people ~~dump~~ <sup>dump</sup> it to buy and find something of value. (5)

4di This was quite poorly answered as candidates often referred to causes of population growth rather than the results of the growth. Those that did look into the results of rapid growth tended to be vague talking in simple terms about pollution, invariably traffic and litter, and overcrowding. Very few answers used case study material, which was as always necessary for maximum marks.

4dii Management was dealt with quite well. Many candidates again chose Cairo and quoted the Tenth of Ramadan City or Sao Paulo and the Cingapura project. Most of the other places used lacked specifics. Rio, Mexico City and Bangalore were other common examples used but mostly ineffectively. The following example is a clearly written account with good use of specific case study material.

4 (d) Urban areas in LEDCs are undergoing rapid growth.

Choose an urban area in an LEDC that you have studied

Chosen urban area Cairo, Egypt

(i) Describe the results of this rapid growth.

The results of rapid growth are the following:  
there is a youthful population, also  
new cities have been built to try  
and control the growth and the rapid  
growth means that more people are  
living in slums (Manshiet Naur, City of <sup>(below)</sup>  
the dead) (3)

(ii) Explain how growth is being managed in your chosen area.

Rapid growth in Cairo has been  
managed in the following ways: the  
deeds to the slums (City of the dead)  
have been handed over to the people there  
(estimated 1 million) so that they can borrow  
money to improve their living conditions, also  
new cities have been built \$  
outside of Cairo (10<sup>th</sup> Ramadan, 6<sup>th</sup> October)  
to help control the rapid growth and  
to try and stop rural to urban migration.

2

# Examiner Report Summer 2007

GCSE A

## GCSE Geography (1312) Paper 3H

## Unit 1312 Paper 3H

### General comments

- This year a number of items on the paper required the candidates to answer using just an annotated diagram. Many did not conform to this request and wrote a separate paragraph and consequently lost marks. These questions will appear in the future and centres should ensure that candidates know what is expected of them.
- A number of the items ask the candidates to put a cross in a box. The candidates must ensure that this is done accurately and that the instructions on the front of the paper are observed about when they change their decision.
- The map was again used throughout the paper. Candidates are improving with their use of map evidence but centres are reminded that if map evidence is asked for, candidates will not receive full marks without specific map evidence included in their answer.
- There were still a large percentage of candidates who did not supply data when it was requested and therefore did not achieve full marks on those questions.
- Centres should also remind candidates not to write on the blank pages at the end of the answer booklet but to request extra paper if they require more space.

### Question 1

This question was well received by the majority of candidates however some of the individual items did pose problems notably but surprisingly headlands and bays.

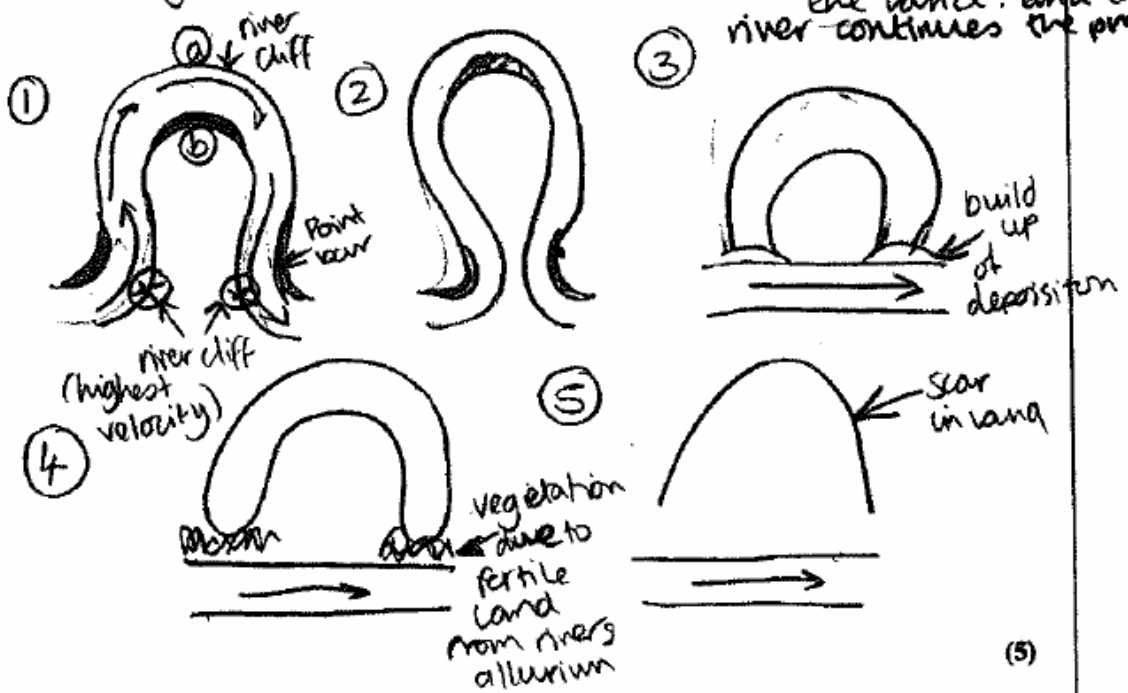
1a iv the majority of candidates scored 2 out of 3 marks on this question it was surprising how many candidates could not identify all three of these river features.

1av this item was very well received. Candidates were able to describe and explain ox-bow lake formation however few lost marks due to not explaining any of the erosional processes.

This is a good example of a candidate who scored full marks. Sequence and process are described and explained.

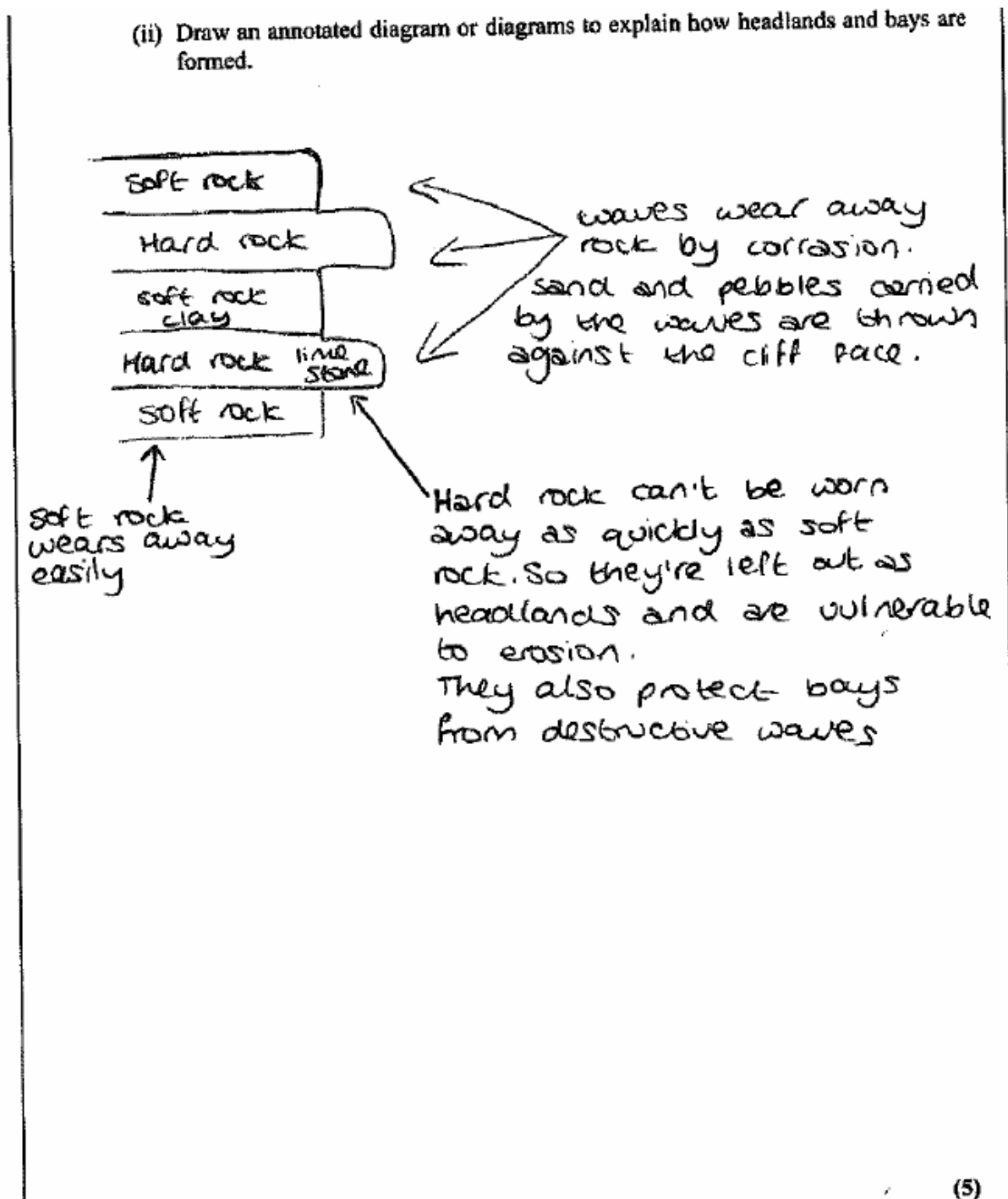
- (v) The feature in photograph A is a meander bend.  
 Explain the changes which might happen to this bend over a period of time.  
 You may use a diagram or diagrams in your answer.

A meander in the middle course of the profile of a river starts like ① The arrows show the highest velocity, the river erodes one side of the river (a) by abrasion which is small particles (river cliff) eroding sides and (b) deposits material (point bar) carried in the water. Soon the river erodes (x) so much that they become like a narrow neck ② Eventually the river will break through the under cut river cliffs forming a faster route. ③ deposition forms at the ends of the oxbow lake. ④ It finally becomes a separate bed of water + vegetation grows between it ⑤ lake evaporates leaving a scar in the land. and the river continues the process.



1bii this item was well received by the candidates however many were restricted to level 2 because they did not explain or mention a process. Centres must stress to candidates that they will not access level 3 unless both process and sequence are explained.

This shows a candidate who scored top of level 2. Process and sequence have explained but there must be further explanation to achieve level 3.



## Question 2

This question examined The Natural World part of the specification and as is usual the candidates found it quite challenging.

2a ii) The standard of response to this item has improved over the years however there are still a large number of candidates describing adaptations rather explaining them and writing about the wrong type of forests. In this case Tropical Rainforests rather than Coniferous Forests.

2b i) ii) the response to this question was excellent. The candidates understood the command word and did indeed justify their answer.

This is a good example of a response that received full marks.

Set	January (°C)	July (°C)	Rainfall (mm)
A	1	23	550
B	5	20	700

(1)

(ii) Justify your answer to part (i).

La Rochelle is next to the sea which means that the range in temperature between winter and summer is smaller than the countries inland. This is because the sea warms up and stays warmer for longer. There is an increased amount of rainfall because it is next to the sea which causes more moisture in the air.

(3)

2 b) iv) This question was not well received. Candidates approached it from many different angles including air masses.

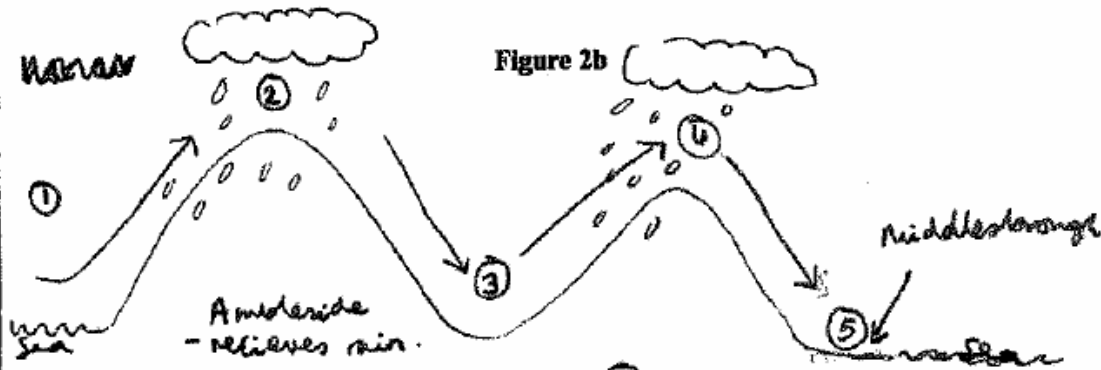
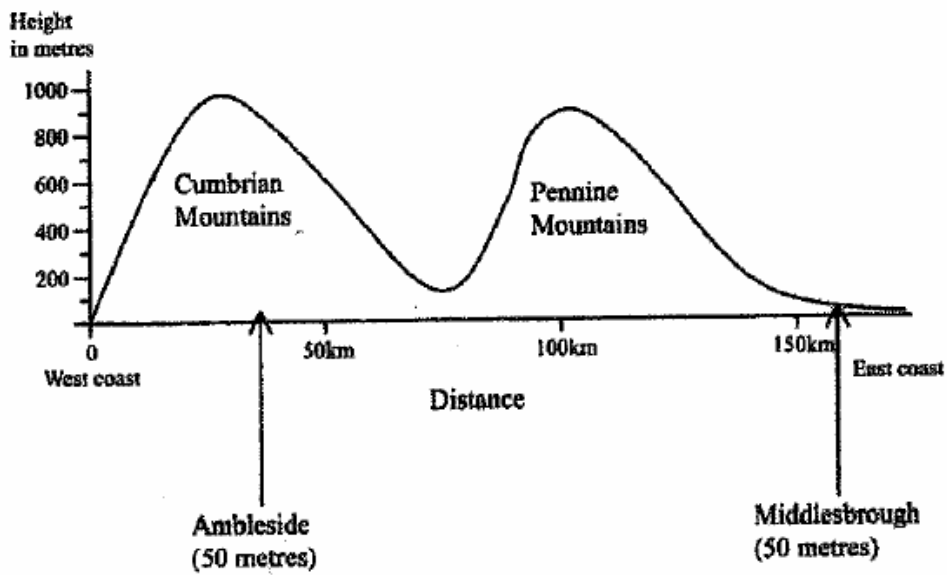
This is an example of a candidate who scored full marks on this item.

(iv) Look again at Figure 2a. Also look at Figure 2b, a cross section of Northern England.

Ambleside receives more rainfall than Middlesbrough.

Use an annotated diagram or diagrams to explain why.

Use the space below Figure 2b for your answer



① here, the air picks up moisture from the sea, and is then forced to rise over the Cumbrian mountains  
 ② Then it cools, condenses, reaches dew point, and rains down, on Ambleside

③ the air sinks  
 ④ then is forced to rise again, over the Pennine mountains, and, again, falls as rain  
 ⑤ here, air is warm again, and less rainfall. (4)



This is an example of a typical separate written paragraph.

(iv) Look again at Figure 2a. Also look at Figure 2b, a cross section of Northern England.

Ambleside receives more rainfall than Middlesbrough.

Use an annotated diagram or diagrams to explain why.

Use the space below Figure 2b for your answer

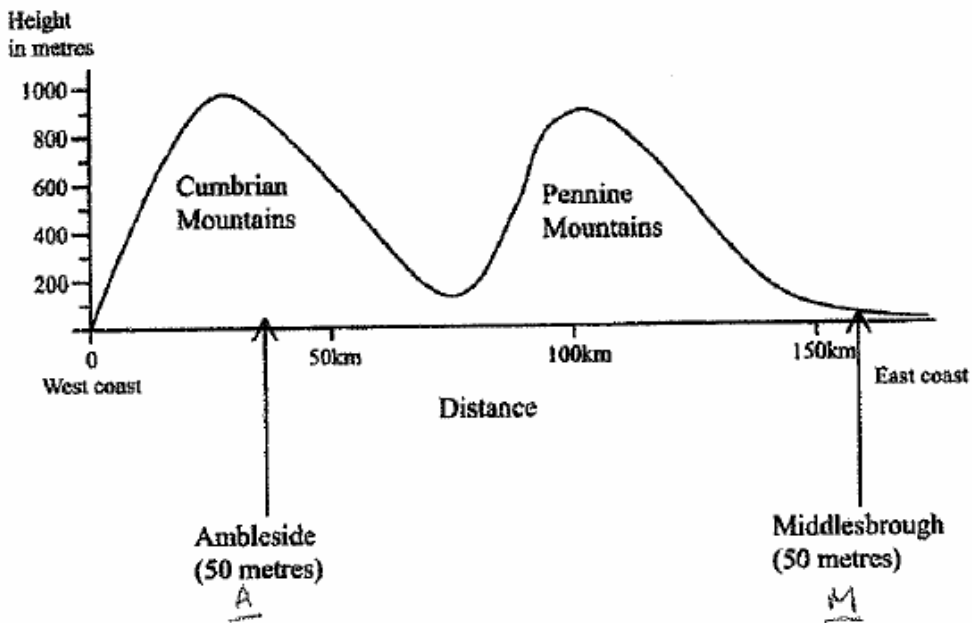
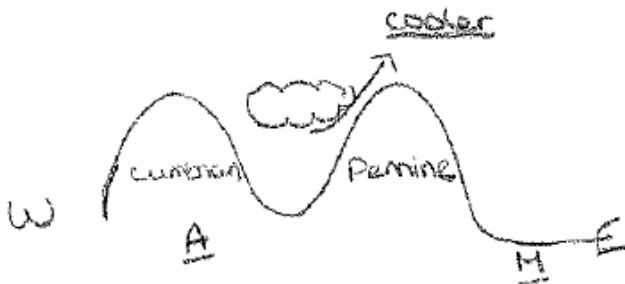


Figure 2b



Ambleside receives more rainfall as Middlesbrough is shielded by the Pennine mountains. Because of the mountains, the air is forced to rise and this causes the air to cool and condense forming clouds. (4)

2c All of these items were well received with candidates demonstrating a good understanding of the passage of a depression.

### Question 3

This examined human geography. Candidates tended to score their highest marks on this question.

3aii On the whole very well answered. Candidates, however, tended to concentrate on medical improvements and forgot to mention the improvements in diet and living conditions which also occurred.

3aiii Well answered.

3bi, ii, A number of candidates unfortunately identified the wrong side as they did not read the command sentence at the beginning of the item. Those who answered bi correctly tended to score 2 or 3 marks dependent upon if they included data.

3 c)i A surprisingly high number of candidates were unable to identify the Church with a spire. The other services provided no problems.

3d On the whole this was a very well answered question with much excellent case study knowledge being evident in candidate responses. Some did get side tracked by locational specifics when the question asked for characteristics but the majority of the candidate scored into level 2 and 3.

This response on Chelmsford gives good specific information by naming a number of areas. The characteristics of the areas could be further described and explained. Therefore it achieved top of level 2. The map does not in this case add to the marks as it repeats the information in the text. However it enhances the answer and confirms the knowledge of the candidate.

(d) Choose an urban area you have studied in an MEDC.

Chosen urban area Chelmsford

Describe and explain the characteristics of its land use zones.

The central business district is found in the centre of Chelmsford so it is easily accessible (park and ride, railway) shops and restaurants are found here as they can afford the land. Lower class housing, e.g. Rectory Road is found just outside the CBD as when they were built there was no transport so they would need to walk. The Duke's industrial estate is located by the A12 so easy transport links and outside the CBD as land is cheaper. High class residential areas e.g. Beolie Park is found in the suburbs as they have more room with big spacious houses. Cars are now available so they need space for garages also.



\* The Melbourne estate is found outside the inner suburbs, it is council estate housing built for people after world war II who need homes.

(5)

Q3

(Total 20 marks)

This candidate starts with unnecessary locational information about Reading. The response then develops with good descriptive comments about the characteristics of the zones with specific place names. However it only scores low level 2 because it does not explain the characteristics.

<p>(d) Choose an urban area you have studied in an MEDC.</p> <p>Chosen urban area <u>Reading UK</u></p> <p>Describe and explain the characteristics of its land use zones.</p> <p><u>Reading is in Berkshire which is 65km away from London. It has major transport links e.g. M3 + M4.</u></p> <p><u>Reading has a CBD which consists mainly of shops (Marks and Spencers), <del>house</del> offices and tall buildings. It also contains entertainment such as the Warner Village cinema. Around the CBD you have the inner city (trailight). This goes around the CBD e.g. Oxford street. The inner city has high density housing. After the inner city you have the suburbs this is a middle class estate and has semi detached housing and low cost land value e.g. Earley. After the suburbs you have your commuter area and this consists of out of town shopping areas and expensive housing e.g. Emmer Green. It also has major road links going through.</u></p>	<p>blank</p> <p>(5)</p> <p>Q3</p> <p>(Total 20 marks)</p>
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## Question 4

This question received a mix response with candidates scoring well on the skills items but many were unable to access the higher marks on the levels item at the end.

4bii The majority of candidates scored highly on this question. They had no problems suggesting ways to diversify the farm and were able to give reasons for their answers.

This candidate has a good knowledge of diversification and easily identifies two ways. It is a pity that the main road mentioned in the second part of the response did not have its identifying number because then the response would have received full marks.

3836

- (ii) Suggest two ways in which the farmer at Catriggs Farm might diversify the use of his land and/or buildings.

Diversification 1 ..... ~~parking spaces~~ horse keeping .....

Diversification 2 ..... bed and breakfast service .....

(2)

- (iii) Give reasons for your answer in part (ii).  
Use map evidence in your answer.

- The reason for the bed and breakfast service is that he has many buildings which could be used for it and it is next to a main road so it is easy to get to.
- The reason I said horse keeping is that there is a paddock nearby, so any horses which could not go in that paddock could stay in one of his fields for a price.

(4)

4c This question was very well received with candidates displaying an excellent knowledge of the factors that affect arable and pastoral farming.

This candidate shows that they have used the photograph but there is no map evidence, a mark was therefore forfeited.

(c) Study Photograph D in the Photograph Booklet and the OS map extract. The photograph was taken at grid reference 883856. The camera was pointing south west.

The main type of farming in this area is pastoral farming.  
Use photograph and map evidence to explain why.

Pastoral farming is the grazing of animals.  
The reasons why this is the main type of farming in this area is because it is a river valley and the land is no good for arable farming (the growing of crops). This is because the land is not flat, it is a V-shaped valley.

In photograph D, we can see sheep. This is a perfect area to graze animals as it is a very natural area, has a large supply of grass for the animals. (4)

Photograph D also shows the soil is very rocky - not an ideal place to grow crops.

4d This item was not well received. Candidates were not able to relate their knowledge of Rice Farming to the question which was a surprise as the wording of this question was lifted directly from the specification.

This response is a good example of a candidate who has learnt their case study information but is unable to explain it. They creep into level 3 with the weak explanation of the human factor. This is a typical response seen this year for this question.

(d) Intensive wet rice farming is carried out in many LEDCs.

Choose a study you have made of wet rice farming in an LEDC.

Chosen study of wet rice farming ...Mr. Casiendo's farm, Philippines.

Explain the physical and human factors affecting wet rice farming.

One of the aims of Mr. Casiendo's farming is to produce HYV's (High Yield Varieties). To do this he requires the right physical and human factors to help his wet rice farming.

~~The physical factors~~ The relief of his 2.6 hectares of land is relatively flat, and his soils are fertile and sandy. ~~But~~ The average temperature on his farm is <sup>roughly</sup> 25°C and the average ~~rain~~ rainfall is 1800mm. These conditions are very helpful to Mr. Casiendo, provided that he also possesses the needed human factors.

Mr. Casiendo's 7 children all work for him with 2 working full time. He bought a thresher for £350 and hires it out in exchange for 10% of what the person borrowing threshes. He also borrows a water buffalo at £28 per hectare to ~~plough~~ plough the land. He uses 7-8 bags of Nitrogen on his farm and 2 litres of insecticides per hectare to stop pests. The fact that he has introduced the right human factors to his farming means that he can now farm successfully how he wishes. (6)

(Total 20 marks)

Q4

TOTAL FOR PAPER: 80 MARKS

END

This response has some incorrect / inaccurate data but does give specifics and explanation on soil and therefore received top of level 2.

(d) Intensive wet rice farming is carried out in many LEDCs.

Choose a study you have made of wet rice farming in an LEDC.

Chosen study of wet rice farming Casiendo Farm in Phillipines.

Explain the physical and human factors affecting wet rice farming.

There are many physical factors affecting wet rice farming. Casiendo farm spans over 2.6 hectares, <sup>considered</sup> a large plot in the Phillipines but actually a relatively small plot compared to the UK. His soil type is clay loam, which is ~~not ideal~~ quite good as it is nutritious and although water logged, it can retain water, as rice need a lot of water. Also Casiendo Farm experiences relatively high rainfall of about 700mm which means that there is enough water for the rice to grow. He also grows maize, cassava and vegetables for his family, however only produces a total of 520 cavan of rice (1 cavan = 50kg) which is not much. This means that he is a subsistence farmer. He uses 3 bags of NPK (Nitrogen, ~~There are also many phosphorous, Potassium~~) 2 bags of PK (phosphorous, Potassium) and 2 bags of fertilizers.

Q4



# Examiner Report Summer 2007

GCSE A

## GCSE Geography (1312) Paper 4H

## Unit 1312 Paper 4H

### Introduction

- 1.1 This was the fifth year that specification 1312 was examined. Experience gained from the first four years was helpful to the extent that it was possible to review the previous papers to try to ensure that the accessibility of the papers was maintained. The result of this was for candidates to be able to answer the majority of questions and not leave blanks. There were also only a very few candidates who did not manage to complete the papers in the time allotted.
- 1.2 It is always helpful when centres feed back their thoughts and impressions through the eyes of their teachers as well as their candidates. Positive Report has been through contact with the qualifying , the inset programme, and through practising teachers who also act as examiners or moderators. It is a shame that the number of practising teachers who remain as examiners is diminishing, many only being prepared to examine for one or two years.
- 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 any of the questions themselves, although in some cases the question was not correctly read and there was a misunderstanding between LEDC and MEDC. There were some candidates who spent too much time on explaining answers when only descriptions were required and vice versa. Data was invariably given when it was asked for, often in considerable detail.
- 1.4 It is always an area of concern for centres as to which tier to enter their candidates. There was little evidence this year that candidates had been entered for the inappropriate tier, indeed there were fewer candidates this year who reached a standard well above that required for a C grade on the foundation paper. A small number of candidates did struggle on the higher paper and should have been entered on to foundation.
- 1.5. Rubric offences were relatively rare. In both paper 2F and 4H there were far less candidates than in previous years who answered all four questions and not as required, one from each section. Occasionally the layout of the papers can conceal one part of a question from the candidates; fortunately this was not the case this year.
- 1.6. Candidates should be reminded that it is their responsibility to communicate their ideas with clarity. There are marks available for the quality of written communication. As well as spelling, punctuation and grammar, this will also involve quality of handwriting and layout of answer. The standard of handwriting on several scripts was particularly poor. There appeared to be a noticeable deterioration this year. Some answers received were illegible and therefore could not be awarded marks. More space was given on the paper this year for certain items, however some candidates still tried to squash their answers into the available space, again making them difficult to read. Extra paper should always be used in this situation.
- 1.7. 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 represent 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. This was particularly so for centres using the studies in Tomorrows Geography or local case studies.

- 1.8. 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.

## Question 1

1ai and 1aii were easy openers that gained full marks for the majority of the candidature. Marks were available for using the information in the table or from the candidates own knowledge.

1aiii Many candidates repeated what they had said in part ii which was acceptable and often enough for two marks. Several candidates did not know what resource exploitation was and based their answers on farming. The more astute candidates utilised case study material such as oil extraction in Ecuador or the Exxon Valdez incident.

1bi Mostly answered correctly. Only other common response was 8

1bii Mostly answered correctly. Only other common response was 500.

1biii Variations on deforestation were made by the vast majority of the candidature. The most popular incorrect answer was heavy rainfall.

1biv Many good reasons were given for why they still lived there. However a fair proportion talked about original site factors such as water supply, flat land and communications. Little consideration was made to map scale with comments about sea views and close to the river being made. The example below gives two common responses that were not credited.

(iv) Suggest two reasons why people still continue to live here.

- It is near to the river, <sup>Ganges</sup> which provides water for drinking and fertile soils for farming
  - It is near to the Bay of Bengal, where goods can be traded with other countries  
i.e. more profit
- (2)

1bv Well answered although the candidates often did not focus on the word economy when considering the potential effects of the flood, leading to explanations that were not sufficient e.g. all the cattle died or boats were destroyed. The following is an example of a good response.

i) What effect will the flood have on the economy of areas A and B?

The flood will put a strain on the economy as 19.50 km of road will have to be repaired, houses will have to be repaired (£75,000). Also, farmland has been lost, meaning little profit will be made, meaning more money will be lost. (2)

1bvi Even though emphasised in bold, some candidates insisted on introducing the human element in their responses, namely the impacts of urbanisation or failures in the river management system. A variety of valid points were made focusing on increased run off leading to the water entering the river quicker. The following response gives a variety of factors with explanation.

(vi) Explain the **physical** factors that cause floods like this to occur.

- The intensity of the precipitation - how intense the rain is i.e. how heavy. The ~~more intense the rain is~~ heavier the rain, the more water so floods are more likely.
- The duration of the precipitation - if it rains for several days/weeks, rivers will rise and maybe overflow.
- Soil permeability - if the soil is not very permeable water will not soak into it well, causing ~~runoff~~ (4)

1c The most popular case study was the Mississippi which accessed the mark scheme quite easily, but even here there were significant numbers who wrote general answers about channelisation, levees and afforestation. Other popular, although often less well answered studies, focused on The Rhine, The Thames, The three Gorges Dam, Lynmouth, York and Carlisle. Even if specific case study knowledge was shown, explanations were too often absent. There were those candidates who, as usual went on auto pilot' and wrote about the causes and effects of the flooding, which would have gained no marks. The answer below relating to Lynmouth is not specific with nothing specifically pointing

the management techniques to this study. It therefore remains in level one and scores only 2 marks. The example on The Mississippi however gives several specific techniques, quoting costs, length, names and amounts. It also explains some techniques and easily gains full marks.

(c) Lynmouth

In 1952 the river Lynmouth, in Devon, flooded destroying villages, homes and even lives. During the flood branches and boulders got trapped underneath low lying bridges: this acted as a damn and caused the water behind it to become trapped and overflow. To prevent this happening again the bridges in the area were made higher so that branches and boulder would not be trapped so easily. Also, due to the meanders of the river, the water escaped and destroyed the town. To prevent this happening again they channelised the river. They made it both deeper and wider so that it would support more water before overflowing; they also redirected the river on a more straight course, so that it could flow faster without having to be interrupted by meanders. After the flood they also built embankments on the sides of the river to prevent the water overflowing so easily.

(c) Rivers can be managed to limit the effects of flooding.

Choose a river management scheme that you have studied.

Chosen river management scheme ... ~~Miss~~ Mississippi River USA

Explain the river management techniques that have been used on your chosen river.

The first river management scheme used on the ~~Miss~~ Mississippi were levees built in 1792 in New Orleans to raise the banks of the river and prevent flooding. Since then 2500 km of levees have been built on the Mississippi, continually strengthened as human factors such as deforestation increase the river's discharge. The highest levees are now 15m high in Memphis. Following

↓ Flooding in 1927, 230 dams were built on tributaries to the main river, to <sup>control</sup> decrease the amount of water entering the main channel (by means of locks) for example the Kentucky Dam on the Tennessee River costing \$118 million. Spillways, which take water away from the main channel in times of flood, are used mainly on the lower Mississippi. Less structural methods are also used: the US Government spent \$25 million buying back flood-prone land previously sold for agriculture, for conversion to swamps (for example Atchafalaya Basin, Louisiana) and wetlands, which absorb water naturally, releasing it after peak discharge has passed (for example Beaver Island, a 245 acre island at the confluence of the Mississippi and Koshongia River)

1d Candidates successfully recalled a wide variety of information from a variety of case studies. A large number of students failed to read the question carefully and instead wrote about the physical and human causes of cliff recession, therefore receiving no marks for such information. There were numerous types of cliff management described in detail, but only the stronger answers were able to explain the use of these techniques. Also in numerous answers the techniques were not specific, stating seawall in Cromer or groynes at Walton is not sufficient. Lyme Regis below gives an excellent answer about management techniques but has no specific physical or human effects, therefore scores only 4 marks. The Holderness Coast extract has specific case study detail for all three parts of the question and explains the management techniques. It scores a maximum 8 marks.

- (d) Choose a stretch of coastline or coastal area that you have studied where cliff recession is occurring or has occurred.

Chosen case study Lyme Regis

Describe the physical and human effects of this cliff recession  
**and**  
explain the management techniques that have been used to control the cliff recession in this area.

Lyme Regis, West Dorset, is an area which is badly affected by coastal erosion. Because it is situated on a natural bay in between high, crumbling cliffs, it is prone to coastal erosion from waves, winds and weathering, such as freeze-thaw. The wind erosion includes hydraulic action, <sup>corrosion</sup> ~~abrasion~~ and corrosion. Because the humans have built on land which is prone to coastal erosion, more damage can be caused. In 1920 the sea wall was built but was destroyed by 1940. From 1924 to ~~200~~ the current day, ongoing erosion and land slides have made the area dangerous. To resolve this, the West Dorset County Council have ~~not~~ produced a four phase scheme, which began in 1990. This first phase was aimed at Cobb Gate to Church Cliff, as here, the sea wall was

destroyed and the water quality was poor. To resolve this the built a new sea wall, a new sewage treatment plant and added 21400 tonnes of rip rap. This was finished in 1995. In Phases 2 and 3, as the ~~se~~ jetties and groynes had been destroyed and the beach material had been lost, due to long shore drift, the scheme added beach nourishment, and new jetties and groynes. They also put 1150 pins into the cliff, each 20m deep, to try to keep the cliff together. This was aimed at Cobb Gate to the Harbour, and started in 2005, expected to finish in 2007. Phase 4, which is aimed at East Cliff, is still currently under discussion.

(8)

(Total 30 marks)

4
Q1
27



Choose a stretch of coastline or coastal area that you have studied where cliff recession is occurring or has occurred.

Chosen case study ..... Holderness Coast, UK.....

Describe the physical and human effects of this cliff recession

**and**

explain the management techniques that have been used to control the cliff recession in this area.

Holderness coast is made up of boulder clay from glacial deposits ~~during~~ <sup>after</sup> the Ice Age, meaning erosion occurs here very quickly. Waves that attack this coast are destructive, with a very long fetch over the North Sea, and cliffs are already worn because they absorb lots of moisture, resulting in rapid erosion: just over 1m / year <sup>on</sup> average over the whole coastline compared to 10cm/year at Flamborough Head, the chalk headland to the north. Since Roman times, an average of 4km ~~has~~ of land has been lost from the coast, together with 29 medieval villages. Many settlements today are under threat, and management responsibility lies with the local council, with funding from the ~~gov~~ Government.

Policy on cliff management has been 'managed retreat' where only the most important settlements are defended, so much of the land is used for agriculture thus costing more to defend than the benefits defence would bring. For this reason, only the major settlements of Hornsea, Bridlington, ~~or~~ Withernsea and Mablethorpe have been defended. At Mablethorpe, defence costing £1.9 million has been put in place: two rock groynes to trap long shore drift, an offshore breakwater and a rock revetment. This protects some 200 villages and a retirement

house. At Bactington a town with a population of 31,100,  
a seawall has been built, at a cost of  
£ 2500 / m, which deflects ~~se~~<sup>wave</sup> energy back out to  
sea. Offshore reefs, ~~to~~ (£0.4 million) protect Horsea and  
Withmarsh. The gas terminal at Easington, which supplies a  
quarter of the UK's oil and natural gas, has been  
protected by a sea wall costing £ 4.5 million, contributed  
to by British Gas.  
Barnston, a village of 100 occupants, has not been defended,  
forcing people to relocate.  
Had the whole coastline been defended, the 2.5 m<sup>3</sup> of mud  
which reaches the North Sea, ending up on the Humber  
Estuary, where it reinforces the protective spit, would not  
be eroded. The Humber Estuary's home to 500 000  
people.

(8)

(Total 30 marks)

8  
Q1  
2/6

## Question 2

2ai and 2aii were easy openers that gained full marks for the majority of the candidature.

2aiii The responses were not specific, there was a lot of general comments and little precision. Most candidates did not count the number of earthquakes and volcanoes. Marks were often scored by candidates making a lot of comments, hoping that some of them hit the target. Describing distributions is a technique that needs to be practised. Explanations were used in far too many cases as can be seen in the following example which only gained one mark for the first statement.

~~(iii) Describe the distribution of earthquakes and volcanoes shown in Figure 2a.~~

They are distributed along a  
plate boundary because the  
oceanic and continental plate  
collide but the oceanic  
is more dense and is pushed downward  
while the continental plate buckles,  
to form and is pushed upward,  
to form volcanoes and tension earthquakes

(3)

2aiv Few problems encountered here as most candidates easily identified the type of boundary, what was happening to the plate or the idea of no subduction.

2av Generally well answered although methods not used on buildings appeared as did ones not limiting damage such as helicopter numbers on buildings. This suggested that textbooks were being regurgitated without specific reference to the requirements of the question. There were many clearly organised and technically sound explanations. The following example is all that was required for maximum marks.

Leave blank

(v) Explain two precautionary methods that have been used on buildings to limit the damage caused by earthquakes.

Method 1 Computer controlled weights at top of building to counteract the movement of the ground.

Method 2 Shutters come down to cover windows automatically. This prevents glass shattering and showering pedestrians below.

(4)

2bi, bii and biii caused few problems for the majority of the candidature.

2biv Candidates made good use of the resource to help them explain food and jobs as well as other reasons for not wanting to move.

2bv The good answers were very clear on the economic linkage required by the question. Weaker candidates just listed items from the key facts with no explanations relating to the economy.

2c. Floyd and Katrina were the most common case study and these tended to score more highly. Many answers wasted time writing about the causes having not bothered to read the question. This year saw an improved candidates performance on Katrina with more solid research work having been completed. Many candidates were capable of listing numerous specific effects but failed to gain more than three marks because they did not explain how people such as the farmers were affected.

2d Many candidates struggled with this question as they had difficulty distinguishing between short and long term responses. Many candidates discussed effects rather than responses. Poor evidence of specifics relating to long term recovery. Aid was very general with little mention of the specifics such as the number of blankets given, the amount of money collected or the location of tented villages. Mount St Helens, Montserrat and Pinatubo generally gave the best answers.

The following answer gave specifics for all three parts and an explanation of long term recovery. It achieved seven marks.

(d) Choose a volcanic eruption that you have studied.

Name of chosen volcanic eruption Mount St. Helens, USA

Describe the short term (immediate) responses made by the people in the area and the aid given to the people

and

explain the long term recovery of the area affected by the volcanic eruption.

After Mount St. Helens erupted in 1980, there were a lot of short term responses and some aid. \$60 million was immediately available from a state fund. \$200 million was spent on dredging the Toutle and Columbia rivers. Advanced detection equipment was used to see if there were any further eruptions. Levees were built at Elka Kelso. People were evacuated quickly and efficiently from the area. Emergency equipment and specialists were sent in to construct Spirit Lake. There were also ~~many~~ a lot of long term recovery involved. President Reagan set up a \$1 billion fund to help with the long term recovery. The volcanic ash made the land very fertile and within 3 years 90% of the plants had regrown. 10 million trees were planted in the area to help restore the area to its original state. There were a lot more jobs in the tourist industry as after the eruption they received 1 million tourists each year. Home Nest

### Question 3

3ai and aii simple questions which were well answered.

3aiii Majority of the candidates could score two marks quite comfortably, mainly by the justification of an active holiday. The third mark proved elusive for many with candidates not mentioning location or duration. The following example was one of the stronger ones.

(iii) Classify the holiday shown in Photograph B.  
Justify your answer.

The nature of the holiday is active tourism, as the tourists are participating in an activity - skiing. Their locational preference is a mountainous region, shown in the photo. The tourist is aiming to be sustainable, by carrying out activities such as recycling. The type of tourist is international, as they are from the UK, abroad. The duration is probably longer than a few days, as this is typical of a skiing trip or winter sports holiday.

3aiv Not a particularly well answered item. Very few candidates were able to offer a clear and succinct answer focusing on the multiplier effect. A simple definition of the term tertiary plus examples of typical jobs that might be increased were frequently offered and yielded two marks. The final mark eluded most.

3av A simple question as there was obvious evidence in the photograph. Mention of the two different bins could gain both marks.

3bi and bii were both well answered.

3biii. Generally a well answered question although some candidates listed several factors without giving any explanations. The stronger answers focused on the improvements in technology and the growth of leisure time and disposable income. Some students erroneously looked at it more from the point of view of why do people from the UK go on holiday rather than global tourism.

3biv Terrorism and natural disasters were the most common response. A disappointing number put variations on the theme of 'could not afford it.'

3c Favourite case studies for this question were Machu Picchu, Malham, The Lake District, Brecon Beacons and Nepal. Many of the weaker candidates were unable to provide specific facts and fell into the trap of sweeping generalisations or brochure type descriptions. The following example is a well written answer with a range of specific human and physical attractions.

(c) Mountain areas have been developed as tourist areas.

Choose a mountain area you have studied

Chosen mountain area Lake District National Park

Describe the physical and human attractions which have led to its development as a tourist area.

The Lake District National Park was founded in 1951 and is an area of 2,292 km<sup>2</sup> in North West England

It has 3 very high mountains, Helvellyn, Scafell and Scafell Pike making it one of the best walking locations in England and very popular with walkers. It is also popular with rock climbers as Shepherds Crag is a very challenging climb.

Another physical attraction is its lakes, such as Windermere and Ulswater, where you can take boat tours around them and do water sports.

There are also many human attractions such as ~~the~~ Dove Cottage, the home of poet William Wordsworth and Beatrix Potters house. Adding to this there is a fascinating pencil museum and a "Go Ape" adventure park, making it a perfect tourist area.

(5)

3d A real mixture in the quality of response with this item. Generally the more successful answers used Zanzibar or Ayia Napa. More than a few candidates wasted their time describing the human or physical features of a coastline before commencing an answer worthy of marks.

Candidates chose to describe the negative and positive impacts on people rather than the environment. When talking about groups of people too many just stated locals which is too vague. Candidates using specific groups such as fishermen and the elderly scored well. The example below is typical of many responses which just mention general impacts and effects and therefore has to remain in level one.

(d) Coastal areas have been developed as tourist areas.

Choose a coastal area that you have studied.

Chosen coastal area Benidorm, Spain

Describe the positive and negative impacts (effects) of tourism on the environment in your chosen area

and

explain the effects of tourism in this area on different groups of people.

The development of tourism in this area led to more income for the people as there were more jobs for <sup>the local</sup> people and the <sup>of the country</sup> wealth increased as the government got 10% of the money from tourism. People were able to have varied jobs and afford a better life. The locals became westernised and began to dress like the tourists. There were many acts of violence and vandalism going on in the pubs due to cheap drinks and this put off families with children. The beach was polluted with litter and it was gradually disappearing as ~~as~~ people carried the sand away on their feet. Sewage was dumped in the river and this caused a disease called typhoid to appear which brought down the reputation of the place.

The tribal people are not happy about



## Question 4

4ai and aii generally well answered by most candidates. Some however still remain confused by the term 'feature'.

4aiii This question allowed candidates to think freely and provide a wide range of strategies. The majority focused on transport initiatives such as congestion charging, or housing developments along the lines of renewal and redevelopment. The following example is succinct and describes then strategies without wasting time on explanations.

(iii) Sustainable strategies are being used to improve the quality of life in this urban zone.

Describe these strategies.

~~The area~~ Buildings in the area undergo renewal where the amenities are updated to provide a better quality of life. Driving is often restricted (for example the congestion charge in London) to reduce pollution and recycling is implemented to reduce levels of waste. Deserted warehouses or factories are redeveloped into more up market flats or houses.

4aiv Most zones, real or imaginary, were mentioned. Fortunately acceptable version of outer urban were in the majority.

4av Photographic observation by candidates is a poorly performed skill. This should be a very easy question, but many candidates are not prepared to spend any time looking at the photo. Many candidates picked out larger housing and the motorway, but often little beyond those. Many candidates found the third mark for justification elusive. There were however some good answers relating to available space, price, accessibility, attractiveness and less pollution. Road layout was also sometimes effectively mentioned as in the example below.

(v) Justify your answer to part (iv).

The area is on the outskirts of town, with many fields backing onto the residential area. The housing is low density, as many green areas, such as parks, can be seen within the built up area, making the environment more pleasant. The houses are not built in a grid iron pattern as they would be in the inner city, but in cul-de-sacs and small roads, giving a greater sense of community and safety.

(3)

4bi and ii Both well answered although some candidates just gave one date rather than the ten year spread.

4biii One of the hardest items to gain full marks. Students were very good at using push and pull factors but only a fraction of the candidature were able to discuss birth rates, death rates and natural increase. The following extract was one of the better ones seen relating to birth rates.

(iii) Explain two reasons for the increase shown on Figure 4.

An increasing number of people are migrating from ~~urb~~ rural to urban areas in search of more job opportunities (both MEDCs and LEDCs) and because of the availability of better education, healthcare and living standards (mainly LEDCs). As most of these people are younger of reproductive age, as those older generally remain in rural areas, birth rate is higher in urban areas than rural areas.

4c This was a well answered question with many candidates choosing the Cairo case study. They must however make sure that they include accurate and specific detail when describing the causes of pollution as 'millions of cars' and 'lead smelters' is not enough. Mexico city and Sao Paulo were quite commonly used but in many cases lacked specifics. As with many of the items, the candidates did not read the question and wasted valuable time and effort writing about management techniques. The weakest answers often related to MEDCs with general points about traffic, factories and the ubiquitous litter. Centres should note that water pollution is not on the specification and is not credited. The following extract was one of the more successful answers on Mexico City focusing on air and land pollution.

c) Choose an urban area that has been polluted.

Chosen urban area Mexico City

Describe the causes of pollution in this urban area.

Pollution in Mexico City is caused largely by the large number of industries (130 000 mostly factories) that operate there. These give out huge amounts of sulphur dioxide and nitrogen oxide as the ~~business~~ businesses and government cannot afford pollution reducing apparatus. Cars are also largely responsible for air pollution - there are 3 million registered vehicles and many use unleaded petrol. The city's public transport system is also very inefficient, ~~is~~ producing toxic ~~gases~~ substances, as most buses are very old. Only more recent cars are fitted with catalytic converters. Because of the high altitude (2250 m) air is thin, resulting in incomplete combustion, and high levels of carbon monoxide. 4 million tonnes of toxic emissions are released into the atmosphere each year and levels of  $\text{NO}_2$  and ozone are almost three times higher than maximum recommended amounts. Cars are also responsible for noise pollution: most workers live in the East but work is in the North and West, resulting in lots of congestion and traffic. The international air port, within city boundaries, also contributes. 11,000 tonnes of waste is produced each day, but only  $\frac{3}{4}$  is collected, the rest of which is often dumped on ~~wasteland~~ unused bog land or released into the drainage system. ~~12000 m<sup>3</sup> of~~ polluting drinking water. 750 tonnes of ~~harmful~~

4d Candidates tended to answer the second part of this question better than the first. A large range of strategies had been learnt and explanations were often forthcoming. Where Sao Paulo was used it was pleasing to see some very good quality explanations relating to the push - pull factors e.g. 31% of rural households have no land, exact figures comparing infant mortality between town and country and drought conditions in Bahia. The poorest part of the question was usually the results of rapid growth. Some did quote facts relating to shanty towns, levels of unemployment or traffic conditions. Rio, Mexico City and Bangalore were other common examples used but mostly ineffectively. The two examples below contrast the level one no specifics approach and the level three specific factual approach. It is encouraging that more centres are using the latter.

(d) Urban areas in **LEDCs** are undergoing rapid growth.

Choose an urban area in an **LEDC** that you have studied.

Chosen urban area Sao Paulo, Brazil

Describe the reasons for and the results of this rapid growth  
**and**  
explain how growth is being managed in your chosen urban area.

### Push Factors

There are several factors which push people away from rural areas. There is a lack of services in rural areas. There is also poor access to employment and education. This all results in poor prospects.

### Pull Factors

The factors which attract people to urban areas are that there is a wider variety of services in urban areas including retail and leisure. There is more and better access to employment and education. There is also better availability of basic services like water and health care. This all results in a better quality of life, which attracts people to Sao Paulo.

## Results

As a result of this rapid growth there has been a shortage of housing, so people have had to create their own. These are called ~~flats~~ <sup>flellas</sup>. Over time more people will build ~~flats~~ <sup>flellas</sup> and they become more permanent. The increase in population also increases the demand for sanitation and water. This results in ~~urban sprawl~~ the city becoming overpopulated, ~~dirty~~ and polluted.

## Management Strategies

- There are 2 schemes which have been put in place to help the people of South Africa 'self help schemes'. The government provides the people with raw materials to build their houses and the people have to build them themselves. This is good as it reduces labour costs and is cheap as the building materials are cheap.
- Secondly 'Community Housing Projects'. The supply communities with materials

(8)

(d) Urban areas in LEDCs are undergoing rapid growth.

Choose an urban area in an LEDC that you have studied.

Chosen urban area ..... São Paulo, Brazil .....

Describe the reasons for and the results of this rapid growth and explain how growth is being managed in your chosen urban area.

Many people moved to São Paulo believing in a better quality of life from places such as Caatinga where unemployment is high, droughts are periodical and infant mortality is at 175 per 1000 as opposed to 82 per 1000 in the city of São Paulo.

This rapid growth has led to the expansion of favela shanty towns (favelas) on the periphery, which are spontaneous squatter settlements built on unwanted land belonging to someone else such as steep hillside. These dwellings have no electricity, running water is only available at a standpipe and sewage goes into pit latrines. 600 000 people live in 600 huts in Cingapura, 3000 live in 400 huts in Monte Azul, conditions are overcrowded and unhygienic. Disease levels increase.

In 1994-1995 the municipality gave US \$227 million and the Brazilian government gave a further US \$24 million to help these areas, particularly Cingapura. Flats, 4-11 stories

high were built. They are 42 m<sup>2</sup> with 2 bedrooms, bathrooms, sitting room and laundry. ~~However~~ as well as electricity and running water. However they are unfurnished and cost \$18 and \$26 per month for 20 years with a \$60 deposit. For people used to living rent-free this is a big commitment.

Other ~~the~~ self-help schemes such as one started by Ute Craemer, a ~~ex~~ German teacher have grown elsewhere. ~~Then~~ This scheme in <sup>Favela</sup> ~~Favela~~ Mont Azul has put in place a school, a clinic with 12 doctors and 4 dentists and a bakery. Ute Craemer set up a workshop and Sonia Camargo set up ~~a~~ weaving classes to teach people skills. 300 have been helped <sup>50</sup> ~~the~~ few and sell what they make ~~a~~ in São Paulo.





# Moderator Report Summer 2007

GCSE

## GCSE Geography (1312) Paper 05

## Unit 1312 Paper 5

### General comments

A significant number of studies were well-constructed and met fully the assessment criteria. Urban topics were most appropriate for generating a variety of data for candidates to collect, present and analyse. However, coastal studies frequently had woolly or unachievable aims and so candidates found it difficult to produce appropriately structured studies to address these.

Studies which related directly to a taught aspect of the Specification were felt to exhibit the best structure.

There were a few totally inappropriate topics chosen by the candidates. Some studies based on the location of new sporting venues, like the new Arsenal stadium, were based far too heavily on secondary data with no justification for this. Therefore, candidates struggled to score well on the assessment criteria.

Where teachers had used the *Assessment for learning* approach and shared the assessment criteria with the candidates from the planning stage, candidates generally scored well on all five criteria. In some centres staff had been reluctant to help candidates to structure their work at all. Teachers should realise that 15 and 16 year olds do need to be taught the how to set up and structure their enquiries, even if the content is to be determined by the candidates.

### Criterion 1 - Introduction and aims

Far too many studies were based on vague hypotheses and had not made clear the type of data they intended to collect.

There were significant numbers of candidates who included irrelevant chunks of text and diagrams copied from text books. Frequently these had not been referred to and had simply been bolted on to introductions with no attempt to weave in with intentions for fieldwork. Mostly, these trends applied to coastal and river studies and were less evident in urban and leisure based studies.

Most candidates had included maps to locate their studies. However, these were frequently not annotated in any way, or referred to in their introductions.

There was clear evidence that candidates had improved awareness of how to sequence their work. However, every moderator reported some centres where the sequence of intended study had been omitted. In most cases this had happened because the centres were using the old version of the ICRS form. I would strongly advise centres to refer candidates to the Specification requirements for Criterion 1 before they write their introductions in future.

### Criterion 2 - Data collection

There was a good variety of data collection methods across the entry this year. However, some centres had collected very limited sets of data and their candidates struggled to justify marks above low Level 2.

Where secondary data had been included, this was rarely integrated with the study and seldom justified, as stipulated in the Specification.

Where justification of data and problems of its collection had been included, these were usually referring to practical difficulties, rather than to the theory underpinning the work. Too many centres had awarded Level 3 marks on this criterion when there was neither justification nor limitations of the data had been given.

The trend of moving to the use of a methodology table continues to increase. This is an excellent strategy for moving weaker candidates into Level 2. However, moderators again felt that the use of such a structure limited many able candidates since they did not include sufficiently detailed explanation of methods to access top Level 3 marks. This was not the case where candidates had used an open ended table, so that their

explanations could be extended. This approach was demonstrated in training events of 2006 and several centres used this refinement to their candidates' advantage in 2007.

### **Criterion 3 - Data presentation**

Moderators reported a further improvement this year in the overall quality of data presentation. However, many centres still use only bar graphs and pie charts. This is not a sufficient variety to warrant marks above low Level 2. Some centres had awarded Level 3 marks for a large number of such graphs when no higher level skills at all had been demonstrated.

There were many more usefully annotated maps this year which was pleasing. There were also many located graphs. The trend, to construct flow lines and isolines, is also increasing.

The most innovative techniques and best use of ICT tended to be based on urban or leisure based studies. Coastal and river studies were often limited by the narrow range of data available. Candidates were given credit on these topics for quality of methods, rather than for quantity of graphs.

Very few candidates had used no ICT to present data. However, there were still significant numbers of centres using the Excel package without ensuring that their candidates had full understanding of its functions. Many legends were left as "Series 1" and scales on comparison graphs had not been adjusted from the automatic scale setting, rendering analysis of results worthless. There was also widespread use of line graphs to represent discrete data sets. These ICT issues should be addressed by sound teaching of them before the candidates approach the writing up of their coursework.

### **Criterion 4 - Analysis and conclusions**

It was felt that some work sectioned rigidly around the marking criteria prevented cross-referencing by the candidates. Analysis must be credited wherever it is given; candidates should be rewarded on Criterion 4 for relevant comments made on or near graphs, maps and photographs.

Candidates should be advised not to use the multi-hypothesis approach. This clearly makes it very difficult for candidates to link up different sets of results and come to meaningful conclusions.

A few centres used a grid for data analysis and this was largely unsuccessful. It constrained candidates from making in-depth comments and from cross-referencing.

Many conclusions were far too descriptive. Explanation must be included for candidates to access the higher level marks on this criterion. Some use of the actual detail/figures from the data must also be included to warrant such credit.

### **Criterion 5 - Planning and organisation**

Excellent application of ICT by the majority of centres was evident this year. However, it was felt that some centres had disadvantaged their candidates by not giving them full access to ICT. Being able to present data in colour is vital in this subject. Teaching the ICT techniques before the coursework is undertaken also benefits candidates (See Criterion 3 above).

There were just a few seriously over-length studies where coherence was an issue. A few were very thin and it was difficult to justify top Level 3 marks when there had been no scope for candidates to organise their work.

Moderators expressed surprise at the high numbers of able candidates who had not included page numbers, contents pages and bibliographies.

### **Administration**

Every moderator received work from centres which had reverted to using the old ICRS form. In a significant number of these centres, candidates had actually been disadvantaged as they had not structured their work to meet the Specification. Mostly

they had not included sufficient ICT skills to warrant access to full mark ranges at all levels on Criteria 2, 3 and 5. Many had not been guided towards expressing a sequence of study in their introductions. I would strongly advise centres to examine the full marking criteria with their candidates before embarking on coursework for next year and to download the correct version of the ICRS (used since 2004).

Many centres had neither correctly added up candidates' marks, nor transferred these accurately to the OPTEMS. This varied from one or two candidates in some centres to as many as sixty plus in a few! Many centres had not sent the correct sample to the moderator, especially omitting the work of highest and/or lowest marked candidates. Following such administrative oversights, responses by centres to E6 requests were generally fast and apologetic.

Multiple carriers made delivery of coursework difficult and in a few cases impossible. Royal Mail was excellent and efficient and willing to deliver on a Saturday. DHL performance was varied from excellent in some areas to grossly inefficient in others. Other carriers would never deliver outside normal working hours and several refused to redeliver to alternative addresses without multiple identity proof being given. In a few cases this resulted in parcels being returned to centres as undeliverable!

Most centres despatched their work on time. In the few cases where there was a small delay the moderator was kept informed.

Heavy ring-binders continue to cause problems for moderators. Centres should NOT use these or plastic page liners. Such stationery does nothing to enhance the work of candidates and several ring-binders actually fell apart in transit. The weight of parcels is a serious Health and Safety issue for all those handling the work. Please use light card covers and treasury tags or string in future.

Some centres had omitted candidates' names and numbers on their work and ICRS, involving moderators in detective type work to ensure that the correct sample was looked at. In only one case did the sample have to be sent back to the centre, to name and number but a lot of time was wasted.

## 1312 Statistics

### Mark Ranges and Award of Grades

#### 1312 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Overall Subject Grade Boundaries	100	57	48	40	32	24

#### Paper 1F

Grade	Max. Mark	C	F
1F Raw Mark Boundaries	80	42	26

#### Paper 2F

Grade	Max. Mark	C	F
2F Raw Mark Boundaries	60	40	23

#### 1312 Higher Tier

Grade	Max. Mark	A*	A	B	C	D	E
Overall Subject Grade Boundaries	100	77	69	61	54	40	33

#### Paper 3H

Grade	Max. Mark	A	C	D
3H Raw Mark Boundaries	80	55	43	31

#### Paper 4H

Grade	Max. Mark	A	C	D
4H Raw Mark Boundaries	60	41	30	22

#### Coursework

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

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