

# Examiners' Report Summer 2009

GCSE

GCSE Geography A (1312)  
Short Course (3320)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our [Ask The Expert](#) email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Summer 2009

Publications Code UG021360

All the material in this publication is copyright

© Edexcel Ltd 2009

## Contents

1.	Unit 1312 Paper 1F Physical Environments	5
2.	Unit 1312 Paper 2F Human Environments (3320/1F)	7
3.	Unit 1312 Paper 3H Personal Enquiry	11
4.	Unit 1312 Paper 4H Applied Geographical Skills (3320/2H)	17
5.	Unit 1312 Paper 05 Coursework (3320/03)	21
6.	Statistics 1312	25
7.	Statistics 3320	26



## 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 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 complete sections a and b with little difficulty as would be expected of the first question on the paper.

**1(c)** Candidates found this question rather challenging giving answers about human factors as well as physical. A number of the candidates also explained their answers.

**1(d)** As on the higher tier a number of candidates also wrote about the CBD, some omitting industrial zones. The candidates did not have to explain but a number of them did but did not gain credit for their answers.

### Question 2

This question was very well received. Many of the candidates scored above 15 marks. They were secure on both their map work and their physical geography. Some excellent answers were seen on 2(d)(ii).

### Question 3

Again a well answered question with the candidates fully understanding what was required from them.

**3(b)** Candidates should take more care and use a ruler. Many lost marks due to a lack of clarity.

**3(d)** On the whole this question was well answered with a range of case studies being used; the favoured ones being Bracknell and Cambridge, although it was surprising that a high number of candidates used Fiat in Brazil instead. Those candidates who used the M4 corridor did not score as highly because they struggled to make the case study specific to a high tech area.

#### Question 4

This question received a mix response with candidates scoring well on some areas but not others. It was definitely the most challenging question as would be expected from the last question.

4(c) This question was very well received, few errors were seen except for the last sentence with many of the candidates stating 'true' for buttress roots being a store of water for trees.

4(d) 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. However, very few left the question blank most of them who found it difficult managed to secure some marks by writing about the Amazon.

## Unit 1312 Paper 2F

### Question 1

Part (a)(i) was a simple opening question so long as the candidates looked at the resource. The majority answered correctly although some said that the damage had been caused by farming and that buildings had been destroyed. In part (ii) candidates showed that they have learnt that specific groups need to be stated and there were very few 'one group says this, one group says that' answers. Any group that was considered plausible was accepted, allowing for a wide range of environmental parties. The most common answers focused on businesses or local people being in favour of profit or employment reasons, and environmentalists and local people being against habitat destruction and pollution reasons.

Part (b)(i) saw a wide variety of responses with a surprising number of candidates stating that '*straightening the meanders would make the river longer*'.

Part (b)(ii) was well answered with many candidates scoring the maximum.

Part (c)(i) was pleasingly well answered showing that the candidates had a good knowledge of hard and soft management techniques. The case study in part (ii) caused problems to candidates who had not been taught specific facts regarding the geology, (rock was often stated as being soft) length and direction of fetch or direction of longshore drift. The best answers tended to focus on Walton - on - the - Naze and Barton - on - Sea. Even with these the descriptions of the rock type did not always lead to thorough explanations. Explanation of sea processes such as hydraulic action was common, but these processes happen everywhere and are not specific case study material. Some candidates ignored the question and wrote prepared answers on either the effects or the management of cliff recession.

Part (d) proved to be a difficult question. There were many general answers focused on the Amazon, citing numerous causes of damage to a fragile environment but without any specific case study material. The best answers were on oil exploitation in Ecuador where several specific causes and effects were described. The Sahel was popularly used as a farming example, but again, unfortunately specific detail was missing. Imprecise statements such as lack of rain, drought, overgrazing were used without saying how much or where. MEDC examples were seen particularly the Broads and Donana, which could only receive credit to the top of level one.

### Question 2

Part (ai) caused few problems with maximum marks being common. Part (ii) also scored highly. Part (b) was well answered and again the maximum mark was commonly scored.

Part (c) showed that candidates do not have a thorough understanding of plate boundaries and movement. All three responses were equally given in part (i) meaning that there was a degree of guessing here. The most common answer for (ii) was oceanic; a misunderstanding of the question.

Part (iii) was missed by some candidates but well answered by those that did complete it.

Part (iv) saw many answers stating what earthquakes are rather than how they are caused. Plate collision was seen as the primary cause with only a few giving correct answers concerning plates sticking, rubbing and jumping.

For part (v) candidates who chose an earthquake in an MEDC tended not to score highly as they confused short term responses, such as sending out fire-fighters, to aid. It was also unrewarding to list the names of charities or countries that had sent aid. To be specific quantities of aid such as 'the USA sent 25,000 high protein biscuits to Turkey.' Candidates who chose Turkey as their example tended to score highest as they used a range of specific examples.

Part (d) proved difficult as the second part of the question was usually answered in a general rather than a specific way.

For level two facts regarding the different building types in MEDC and LEDCs needed to be discussed e.g. steel and reinforced concrete versus mud and wood. The distinction could also have been made about advanced warning given by agencies such as FEMA. The impacts, in contrast, were excellently answered and a whole range of people specifics were described. Cyclone one bravo and hurricane Mitch were most commonly used. A range of MEDC storms were seen and this impacted on the number of marks that could be given even if specific facts were used.

### Question 3

Part(a) was generally well answered with the candidates using the correct terms from the specification. Exceptions were that in column 1, candidates sometimes simply stated 'sea' and in column 2 often described the activity such as 'zip wire'.

Part (b)(i) and (ii), the vast majority correctly stated 'North America'. The third true and false statement caught out several candidates.

In part (c)(i) 22 million was given as the wrong answer in a significant number of cases. Part (ii) was achieved by the majority with economic difficulties and terrorism as the most popular responses. There were no problems encountered in part (iii), with 4 marks being the most common mark achieved.

In d(i) the most frequent error was 'boat trips' and most popular responses referred to 'boat drivers' or 'ticket sellers'. Part (ii) proved difficult to score two marks with many answers mentioning money or job without any further explanation. Some of the more able candidates were keen to suggest benefits related to the multiplier effect. Several candidates misinterpreted the question and wrote about the benefit to the tourist and a number of candidates thought that the person would benefit by seeing the scenery.

Part (e) The most popular case studies used were Malham, Machu Picchu, Cairngorms, Nepal and Yosemite. Pleasingly for Malham (better than previous years) and Machu Picchu. Candidates' choice was again significant in how successful their response proved to be. Reference to Nepal and the Himalayas tended to be rather broad, generalised and descriptive where Yosemite proved difficult to apply to the question.

Part (f) Here responses were dominated by the Maldives, Zanzibar, Kenya and the Galapagos Islands. Interestingly, the second part of the question regarding sustainable management was far more easily accessed by most candidates than the actual problems caused by tourist development which could often turn into quite simplified generalisations i.e. litter, pollution, noise etc.



#### Question 4

Question (a)(i) Generally a well answered question with most able to identify the old, disused car park, the derelict nature of the site overgrown with weeds and that it was for sale/sold for redevelopment. However, a minority still managed to describe the area around the site instead or solely discussed brownfield sites in general and ignored the actual site shown in the photograph.

Part (a)(ii) proved more difficult than expected with a high percentage of the candidature having difficulty in distinguishing between renewal and redevelopment.

Part (d)(i) & (ii) scored highly, as did part (iii). In part (iv) quite a significant number of candidates only used the available data and offered no reasons. Disappointingly some were inaccurate in their presentation of data from Fig 4b. Many candidates provided generic reasons for an increase in population. There was quite a poor range of push-pull factors and depth of explanation. Conversely some were able to clearly identify the main factors of rural-urban migration and the lure of employment, and very occasionally the large natural increase (youthful/highly fertile population.)

For part (e) the most popular case studies used were Cairo and Mexico City. The question proved readily accessible to those candidates who had learnt their case study in some depth, but too many would overuse their knowledge of air or water-based pollution to the detriment of land-based pollution within their multi-faceted response. Air pollution was very popular for Mexico City. As a consequence many candidates who wrote in length and might have thought that they scored highly here, would have in fact scored zero.

For part (f) responses were dominated by reference to Sao Paulo, Rio de Janeiro and Cairo. Where candidates utilised the first case study quoted, it was pleasing to note an increasing range of management strategies put forward such as Cingapura, Monte Azul, Pedra Bela, Jardim Jacqueline rather than the very generalised recounting of simple self-help schemes. Attempts to solve/manage some of Rio's problems concentrated on Rochina and the new town of Barra da Tijuca whereas for Cairo it was the "city of the dead", "rooftops", "metro" and "Tenth of Ramadan city". The "results" section of the question tended to be generalised, talking about "overcrowding", "poor sewage" and "disease" in general terms. Specifics on "shanty-town development", "population growth" and "urban transport" were seen in only a minority of cases.



## Unit 1312 Paper 3H

### General comments

- 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.
- 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 when they change their decision.
- 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.
- A number of candidates also wrote below the line space, this again caused problems for the examiners. Could candidates please ensure that they stay within the line allocation.

### Question 1

This question was well received by the majority of candidates with many scoring over 15 marks out of 20. However some of the individual items did pose problems, notably the question on the location of Egremont.

**1(c)** Candidates found this question challenging. A large number wrote about human factors as well as, or instead of, physical factors. Others did not explain but merely described the factors. There was also a need for map evidence therefore candidates who wrote about the River Ehen supplying drinking water immediately received 3 marks.

**1(d)** This question was answered very well by the candidates who had learnt their case study detail. Many candidates still wrote about CBDs which received no credit. Other candidates ignored the instruction to write about industrial zones.

Example 1 is a good example of a candidate who knows information about the characteristics of the zones but has not produced the necessary case study material and therefore receives 2 marks.

Choose an urban area you have studied in an MEDC.

Chosen urban area Leeds

Describe and explain the characteristics of its residential zones and industrial zones.

The residential zones are further away from the CBD. The houses are usually semi detached and more expensive than those closer to the CBD as they are newer. This is because expansion in this case can only happen outwards, which is why the <sup>newer</sup> houses are generally found here. The ones within the CBD / close to it are cheaper and terraced. The industrial zones are large and also found towards the outer edge of the city. They aren't found near the residential area because they will lower the house prices and make the areas less pleasant.

The example below provides information about the CBD which was not requested but ignores industry which was requested. The case study material raises the answer to the bottom of level 2.

Chosen urban area Southend-on-sea, England.

Describe and explain the characteristics of its residential zones and industrial zones.

Southend-on-sea is situated in the south east of England and is on the estuary of the River Thames, it is roughly 50 miles from London. Southend has a very typical layout in regards to its residential and industrial zones. Southend's CBD is revolved around one main highstreet with ribbon developments of offices and high-rise offices on the main ~~the~~ roads leading to the CBD, such as the Customs buildings and ~~Sainsbury's~~ HSBC. The next zone is the lower class residential areas which are situated close to CBD and consist of ~~detached~~ <sup>terraced</sup> small houses such as those in Westcliff. There is the middle class housing, semi-detached houses with off street parking such as in Chalkwell. The large high end residential areas are in Thorpe Bay with large, detached houses with garages and large gardens.

## Question 2

This question examined physical geography through the use of an OS map and photographs. It was an extremely high scoring question. Examiners were impressed by both the standard of the mapwork and the excellent understanding of physical geography.

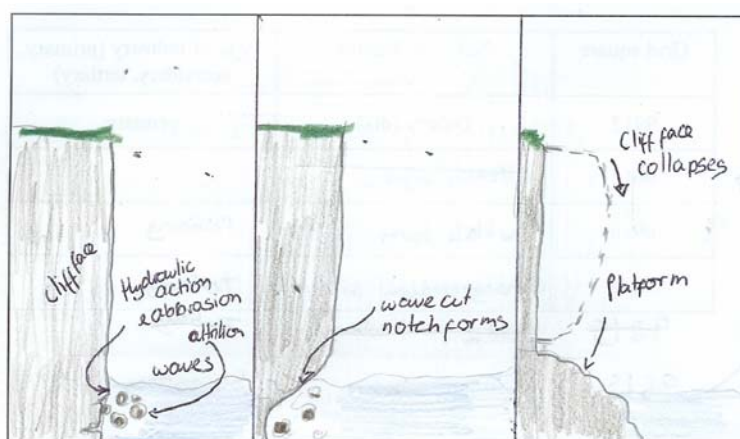
2(b) This question was a different format to normal however, it was extremely well received by the candidates who clearly could read maps.

2(d)(i) This question which made use of the key on the map was found challenging by some but the majority of the candidates coped with it extremely well. This type of question although new to this Specification will feature on the new geography A Specification.

2(d)(ii) Many candidates did not read this question properly and only crossed one box when the question clearly asks for landforms.

2(d)(iii) This confused some of the candidates who did not relate the formation of a wave-cut platform to cliff retreat. However, the majority of candidates wrote very good answer which included both sequence and process explanation and the centre should be complemented on their excellent teaching of processes.

Below is an example of a 5 mark response.



The force of the water (waves) on the cliff gets into cracks causing pressure. When the water retreats the pressure of the water is released, breaking off chunks of the cliff - this is called hydraulic action. The rocks in the water bang into each other and break up (attrition) then the rocks are thrown at the cliff by the waves, this process called abrasion breaks away more of the cliff, creating a notch at the bottom called a wave-cut notch. Over time these erosion processes make the notch bigger, eventually the overhanging cliff face will collapse due to lack of support and gravity. The rubble from the cliff settles on the sea bed as a wave cut platform visible at low tide.

### Question 3

On the whole this question worked well and was a good discriminator. Candidates did particularly well on the case study question.

3(a) This question was found more difficult than expected but was a good discriminator.

3(b) Candidates should take more care and use a ruler. Many lost marks due to a lack of clarity.

3(c)(ii) Example 4 shows the type of response required for full marks. Many candidates achieved full marks on this question.

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

Use map evidence in your answer.

The area around Rauten farm is 150m above sea level at its lowest, steeply reaching 200m. This is too steep for arable farming and so I would assume that it would be pastoral farming. Also Enniscorthy Bridge is only 7.5 km away and it may be likely to have a market where the farmer can sell his produce, so I would assume commercial rather than subsistence, especially seeing as it is in an MDC (3)

3(d) On the whole this was a very well answered question with excellent case study knowledge evident in candidate responses. Some did write about Fiat in Brazil but usually managed to secure level 1 marks.

This is a good example of a 5 mark response with a number of specific, explained points.

studied.

Chosen modern high tech industry or high tech industrial area Bracknell

Describe and explain the factors which have affected its location.

Bracknell hi-tech industrial park situation here for many reasons. Firstly they are close to Brunel, Reading and Royal Holloway Universities meaning that they are close to bright minds for the future. They have also situated near energy supplies and capital to ensure the easy running of the science park. From



Transport links are good with the M5 to London and Southampton, the M6 leading to the M5 which leads to Heathrow, 30km away. London and Bristol to the west Heathrow is only 30km away and Gatwick is only 80km away making travelling abroad for conference etc. easy. Also there is a railway line running from Reading to London Waterloo.

There is entertainment for employees like the Paint bowling and cinema, John Nite indoor ski slope and the Berkshire tennis club. There is also The Coppyd Hotel to provide visiting work associates with accommodation. Finally, there is a picturesque environment and raw materials near to the Science park. (5)

(Total 20 marks)

#### Question 4

This question being the last one on the paper should have been the most difficult and the majority of candidates did find it rather challenging.

4(a) This proved again to be a good discriminator with the majority of candidates scoring 2 marks.

4(b) saw some very high scores with the majority of candidates having a good understanding of continentality.

4(c)(ii) Questions on adaptation of plants are usually well received. These were no exception.

4(d) This item was not well received. Some candidates had excellent knowledge and were able to use it but many were lost and simply wrote everything they knew about their chosen case study.

This is a good example of a low level 3 answer.

Chosen tropical rainforest area ..... Papua New Guinea

Describe and explain how the tropical rainforest could be or has been conserved and / or sustainably developed.

Papua New Guinea is the third largest area of rainforest in the world. The rainforest was exploited at first in areas like Milne Bay and Sissano Lagoon. However in

Collingwood Bay. oil was found and a pipeline was built but the company Chevron Inc worked with a local scheme to promote cottage industries like butterfly farming, fishing, sustainable tourism and other eco friendly practises to ensure that the rainforest is not destroyed.

Also at crater maintain a protected environment has been set up with over 700 species of plants in. This has been done to stop the government issuing timber authorities to companies to cut the forest down here.

The government has also set up new initiatives to sustainably manage the rain forest these include: encouraging large medium and small

scale logging, reclassifying areas of rainforest to environmentally important status, stopping illegal logging and not giving out anymore timber authorities



## Unit 1312 Paper 4H

### Question 1

Part (a) worked well as a starter question with six marks being scored by many candidates. References to deforestation and the subsequent despoiling of the landscape through soil erosion, habitat damage, pollution and the loss of biodiversity gave ample opportunity for two marks.

In part (ii) candidates showed that they have learnt that specific groups need to be stated. Any group that was considered plausible was accepted, allowing for a wide range of environmental parties. The most common answers focused on businesses or local people being in favour of profit or employment reasons, and environmentalists and local people being against habitat destruction and pollution reasons.

Part (b) also scored highly. There was some misunderstanding regarding the straightening of the meanders with some candidates thinking that this would slow the flow of water. The most common responses to part (ii) were deforestation/vegetation loss and urbanisation which were at times explained in considerable detail. Global warming was credited as a factor but the explanation was only accepted if it could be related specifically to the rise in river levels.

The table in part (c) proved to be an easy four marks for many. The main errors were in describing gabions rather than rip rap and confusing the terminology by using words such as 'renourishment'.

The case study in part (ii) caused problems to candidates who had not been taught specific facts regarding the geology, length and direction of fetch or direction of longshore drift. The best answers tended to focus on Walton - on - the - Naze and Barton - on - Sea. Even with these the descriptions of the rock type did not always lead to thorough explanations.

Part (d) proved to be a difficult question. There were many general answers focused on the Amazon, citing numerous causes of damage to a fragile environment but without any specific case study material. The best answers were on oil exploitation in Ecuador where several specific causes and effects were described and the management by Texaco and Maxus Energy were explained in detail.

The Sahel was popularly used as a farming example, but again, unfortunately specific detail was missing. Imprecise statements such as lack of rain, drought, overgrazing were used without saying how much or where. MEDC examples were seen particularly the Broads and Donana, which could only receive credit to the top of level one.

### Question 2

Part (a) worked well as a starter question with five, six or seven marks being scored by the majority of candidates. Simple statements were all that was required in part (i), so full marks could have been achieved by the following: 'they are distributed around the equator, between the tropic of cancer and Capricorn, where the sea temperature is over 27C'. Part (ii) allowed a wide range of responses but excluded any that only related to LEDCs e.g. 'not enough money to move', or any that were not true for all MEDCs e.g. 'the weather is nice, there is a good beach'. Part (b) mirrored question one and again scored highly with three being the most common mark awarded.

Part (c) required the application of skills to understand the processes involved in plate movement and the characteristic features of plate boundaries. Destructive or convergent were generally well known terms and part (i) scored well. A common answer in part (ii) was oceanic because candidates had not studied the map sufficiently. The layout of the paper caused some candidates to miss part (iii) or to try and mark the areas on figure 2c rather than 2b. It is imperative that candidates read the question carefully so that these errors do not occur. This was three easy marks for those that did label fig 2b. Part (iv) caused some problems with many candidates stating what an earthquake is rather than how they are caused.

Part (v) saw some excellent answers with a wealth of specific examples, well explained. Turkey in particular scored highly. Candidates who chose an earthquake in an MEDC tended not to do so well by confusing short term responses, such as sending out firefighters, to aid. It was also not good enough to list the names of charities or countries that had sent aid. To be specific, quantities of aid such as 'the USA sent 25,000 high protein biscuits to Turkey.'

Part (d) proved difficult in many cases to reach level three as the second part of the question was usually answered in a general rather than a specific way. For this level facts regarding the different building types in MEDC and LEDCs needed to be discussed e.g. steel and reinforced concrete versus mud and wood. The distinction could also have been made about advanced warning given by agencies such as FEMA. The impacts, in contrast, were excellently answered and a whole range of people and environment specifics were described. Cyclone one bravo and hurricane Mitch were most commonly used. A range of MEDC storms were only credited to the top of level one.

### Question 3

This was a more popular choice than question 4. Part (a) required candidates to have knowledge of key terms in the specification and it was pleasing to see that centres are using the correct terminology. Some slight variations from the specification were allowed so as not to disadvantage candidates, please see mark scheme.

Part (b) scored highly although many candidates wrote Europe as the continent with the greatest decrease. USA or America was also marked as wrong because they are not continents. The pattern was generally well described in part (ii) with the pattern for either or both of the years being accepted. Interestingly the key was sometimes mistaken for Antarctica.

Part (c) had varying responses. 15 million was correctly answered by the vast majority. A wide range of acceptable answers were given for (ii) with the topical reasons of terrorism, disease and recession being the most popular. In (iii) changes in transport technology were required so internet and easy checking in were not allowed.

Part (iv) caused considerable difficulty with only a small number of candidates understanding 'disposable' income. It was not good enough to simply say that people are earning more money; it is the fact that there is extra money left over after necessities have been bought. This needed to be made clear for marks to be gained.

Part (d) required a job to be given not an activity therefore the popular answer of 'boat trips' was not accepted. There were also jobs given as answers that were obviously not in Photograph C such as bank manager.

Part (e) had some good answers particularly for Yosemite, Macchu Pichu and Malham. Problems arose on this question if negative impacts were discussed for which there

was no credit given and if the answers were general. Several answers focused on more jobs and improving the economy but no examples were given. Where specific examples were used candidates scored well. An example of this for Malham is: *'farms open campsites to tourists, an example is Town Head Farm where the farmer has increased his earnings through the income he gets from the campsite.'*

Part (f) saw many excellent answers especially on the Maldives. The main difficulty with this question was using specific case study material to describe the problems caused by tourist development. Generalised remarks concerning coral blasting and the increase in the number of tourists were too common. The better answers mentioned the cheap souvenirs from Sri Lanka, the exact numbers involved in the tourist industry and the islands where coral blasting or increased pollution from planes and boats was taking place. There were an increasing number of candidates using safari destinations as their case study on sustainable tourism. These were often quite general and did not extend beyond level one, stating only that there were lots of trucks, ruining the roads and frightening the wildlife. Very few answers focused on specific locations.

#### Question 4

Part (a) required candidates to have knowledge of key terms in the specification. (i) was very accessible so long as the disused car park was picked out as the brownfield site. Some answers wrote about the background buildings for which no credit was given. Renewal and redevelopment continues to confuse the candidates. This question tended to score 0 or 3.

Part (b) required knowledge and understanding about greenfield sites. A definition was often cited but further developments were lacking which was surprising. Sometimes answers were based around urban sprawl but did not say how the countryside was being threatened.

Part (c)(i) was probably the most correctly answered question on the paper. The pattern was generally well described in part (ii) with the pattern for either or both of the years being accepted.

Part (d)(i) and (ii) scored very highly. The majority of candidates realised that LEDCs had the greatest increase. The question required reasons for the increase in urban areas in LEDCs. Explanations varied greatly with general responses about contraception and birth rate not being credited as they could apply equally well to rural areas. Answers that explained push and pull factors such as jobs and education found two marks easy to come by. If candidates used figures from the graph to explain why LEDCs had the greatest increase were only credited with one mark.

Part (e) was well answered by those candidates who read the question thoroughly rather than focussing solely on the word 'pollution'. Too many answers wrote at length about air and noise pollution, some even wrote about water pollution which is not even on the specification. The question this year required in depth knowledge about land-based pollution. Cairo proved popular with good specific points about the Zaballeen and the amount of waste produced by the city. Some good MEDC answers on landfill sites were also seen.

Part (f) was well received and many excellent answers were submitted. Favellas were often, quite rightly, given as a result of rapid growth, but as this is a generic term for Brazilian shanty towns it is not acceptable as specific; whereas naming the favela would be. In migration/rural urban migration were also used as a result but again facts relating to the movements needed to be stated. The management of the growth was much better handled with a wide variety of urban improvement schemes

being dealt with in detail. Of all the case studies Sao Paulo was most effectively used. Some candidates tried to use Cairo for part (e) and (f) but they usually came unstuck on one of the parts.

## Unit 1312 Paper 05 Coursework

Several moderators commented that the overall standard of work this year had improved. However, there were no really new titles in either nature or slant; most centres had used tried and tested foci for their work.

The strongest studies were set up with a clear purpose by the teachers. Where candidates struggled with the structure of a study, this tended to have a flawed aim and the data the candidates collected was either difficult or impossible to relate to that aim. It is the duty of a teacher, to ensure that candidates work to a tightly structured set of objectives so that they can produce purposeful and well-rounded studies.

Where candidates scored well, teachers had used *Assessment for learning* approaches to the work. Candidates had appreciated the marking criteria before they embarked on their fieldwork and usually maximized their potential to score consistently well on all five criteria.

A number of centres had opted for library researched essay-style studies based on the London Olympics, with Cook's Tour style fieldwork to illustrate this theme. It was difficult for such candidates to score well on the criteria, since there was no real first-hand data collection involved. Most other studies were appropriately structured around the enquiry approach.

Several moderators expressed concern over the limitations of coastal studies. Where centres had used non-geographers to help candidates collect data at study centres in Norfolk or Swanage, the data seldom related directly to a clear geographical aim from the outset. Such candidates really struggled to structure their work to meet the assessment criteria. Frequently they had been given limited opportunities to measure beach profiles and longshore drift when the objectives of the work had been expressed in terms of tourism or conservation.

Introductions continued to cause concern this year. Many candidates had not made the location of their studies clear and, where maps had been used for this purpose, they were frequently un-annotated and lacked scales and titles. The inclusion of the sequence of study was improving across the entry. However, many schools had marked the work using the old ICRS which meant that they had not encouraged their candidates to make clear a sequence of study, thereby limiting their scope for scoring marks on Criterion 1. Some introductions were unnecessarily lengthy and included far too much extraneous background information on theories or history, rather than outlining a clear focus for the area of enquiry.

Data collection is a section of the studies which continues to improve. Almost every study seen included some description of methods used to collect data. However, there is still a reluctance fully to explain the methods and to justify these. In a few cases it was difficult to glean from the studies what had actually taken place in the field.

Some moderators witnessed a trend away from the methodology matrix this year. However, it is clear that this technique helps weaker candidates to access Level 2 marks. On the other hand, there is concern that more able candidates would be better advised to use traditional ways of describing and explaining their methods. Candidates with good ICT skills tended to use open-ended matrices to good effect, including in-depth explanations and justifications of methods. One moderator reported an excellent example of a centre which had encouraged candidates to use annotated diagrams to great effect in explaining data collection on a physical topic.

Photographs of data collection are an under-used resource. Indeed, use of a digital camera constitutes using ICT. Too many photographs of data collection were simply labelled whereas they could have considerably enhanced the studies with explanatory annotations. Field sketches had rarely been used, although there were some examples of excellent practice in this skill. It is hoped that this will be encouraged by teachers in future.

Presentation of data had been awarded Level 3 marks in many cases (on Criterion 3) where only a limited range of methods had been included, usually bar graphs and line graphs. Very few centres had used no ICT at all and the use of ICT had grown in complexity and competency over that of previous cohorts. A good range of presentation skills was seen by moderators, including some highly original methods.

Some moderators commented on the limited use of mapping techniques, whereas others witnessed an increase in the use of statistical mapping skills, such as located bars and pies, flow lines and isolines. Many of these had been enhanced by appropriate use of ICT.

Where candidates had struggled to produce a range of graphs and charts, this tended to be because their teachers had not set up opportunities to collect a good range of data related to the study design. Where candidates had collected a good set of meaningful data, they could produce an array of graphs and charts and could embellish these with individual skills. A significant number of candidates had used line graphs inappropriately to show discrete data. Many others had not customised legends, leaving these as Series 1... etc. Graphs of beach profiles and river valleys often had inappropriate scales and many had neither scales nor titles. There was an increase in the number of candidates who had justified their data presentation methods. The use of a table for this purpose had enhanced opportunities for commenting in this way.

Moderators saw an improvement in the way candidates had described their findings this year. Many candidates had also referred to data and had demonstrated some understanding of links, relationships and values involved in their studies. However, there was still a reluctance to cross-reference between different sets of data. This was emphasised where candidates had lumped together their graphs and each section of their studies had been discretely presented. Evaluation of the process of investigation was limited in all but the most able candidates. Attempts at evaluation tended to refer to the need to complete more questionnaires or similar, rather than referring to the design of the enquiry. However, this is a sophisticated skill.

Coherence of studies had improved in general this year. There were few seriously over-length pieces of work submitted. Where these did occur, they tended to include excessive secondary sources as "padding". This detracted from the coherence of such work. Most candidates had been encouraged to structure their work logically and to include pagination, bibliography and contents sections. Very few centres had so heavily directed the work that it made it difficult to differentiate between candidates' efforts.

Administratively, most centres met the deadlines although a number failed to include the work of the highest and lowest scoring candidates in their samples. Although the majority of centres had completed their paperwork accurately, there was a worryingly large minority of centres with significant numbers of addition errors on ICRS and transposition errors from ICRS to OPTEMS. A significant number of pieces of work had not been named and neither did they bear the candidates' numbers. In other cases, the ICRS had not been completed and was not authenticated.

There were fewer heavy folders than in previous years but still far too many candidates use individual plastic page liners. This makes the moderation process more difficult and does nothing to enhance the candidates' work or indeed marks.

The continued use of the old-style ICRS (pre-2004) continued to cause problems for moderators. Centres had clearly not taken into account their candidates' use (or not) of ICT when using this old form to mark Criteria 2, 3 and 5. Neither had they reflected the range of marks allocated to Criterion 1 for sequence of study (or lack of it).

The most frequent discrepancies between moderator and school marks occurred on Criterion 2, where candidates had been awarded Level 3 marks when they had not explained their methods and on Criterion 3, when they had included no complex or higher methods of data presentation, yet had been given Level 3 marks.

There were fewer centres this year out of tolerance. More marks were adjusted upwards than in previous years, especially at the lower end of the mark range. Such candidates had frequently been heavily penalised, or even been given a mark of zero, on Criterion 4 when they had included some analysis and had written conclusions, albeit of a simplistic nature.





## 1312 Statistics

### 1312 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Overall Subject Grade Boundaries	100	61	52	43	35	27

#### Paper 1F

Grade	Max. Mark	C	F
1F Raw Mark Boundaries	80	49	33

#### Paper 2F

Grade	Max. Mark	C	F
2F Raw Mark Boundaries	60	39	21

### 1312 Higher Tier

Grade	Max. Mark	A*	A	B	C	D	E
Overall Subject Grade Boundaries	100	79	71	63	55	42	35

#### Paper 3H

Grade	Max. Mark	A	C	D
3H Raw Mark Boundaries	80	59	46	35

#### Paper 4H

Grade	Max. Mark	A	C	D
4H Raw Mark Boundaries	60	40	29	21

### Coursework

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

## 3320 Statistics

### 3320 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Overall Subject Grade Boundaries	100	58	49	40	32	24

#### Paper 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	64	58	52	37	29

#### Paper 2H

Grade	Max. Mark	A	C	D
2H Raw Mark Boundaries	90	55	45	31

### Coursework

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



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UG021360 Summer 2009

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH