GCSE

Edexcel GCSE

Geography B (1313)

This Examiners' Report relates to Mark Scheme Publication code: UA 016572

Summer 2005

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Examiners' Report

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SPECIFICATION 1313 – GCSE GEOGRAPHY B 2005

INTRODUCTION

In 2005 the GCSE Geography papers were marked online for the first time. Online marking is more reliable than traditional marking, and enables Edexcel to provide centres with a detailed statistical analysis of the performance of their candidates both as a cohort and as individuals.

However, scripts cannot be scanned for online marking if candidates use extra sheets or do not use a dark blue or black pen to write with. Such scripts must be marked in the traditional way, and detailed statistical analysis cannot be supplied for the candidates concerned. Centres are requested to ensure that their candidates use a correctly coloured pen, and do not use extra sheets unless it is unavoidable. Lengthy answers are not necessary to score full marks, and the spaces allocated for answers on the question papers should be sufficient. In fact, conciseness is usually a characteristic of the best answers, as can be seen in the examples reproduced later in this report.

Edexcel have published some advice for geography candidates on examination technique in the Examiner Comments section of their Examzone website (www.examzone.co.uk). Moreover, to help centres organise their revision programme, Edexcel wish to emphasise their policy of never setting the Decision Making Exercise on the same unit in consecutive years. Since the 2005 DME (Coastal Management at Southend) was set on Unit A3, Coping with Environmental Change, the 2006 DME will be set either on A1 Providing for Population Change, or on A2 Planning for Change. It follows that Unit A3 will be tested on Papers 2F and 4H in 2006.

Centres embarking on revision early in 2006 could therefore concentrate on Unit A3 plus their chosen two option units, confident that there will be questions on all of these units in Papers 2F and 4H. Of course, once the Advance Information Booklet for Papers 1F and 3H is published in May 2006, centres will be able to work out which other core unit (A1 or A2) will be tested on Papers 2F and 4H in 2006, and can plan their late revision accordingly. Obviously, centres will be able to apply the same principles when preparing their candidates for examinations in subsequent years too.

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Paper 1F

Foundation Tier

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Generally, the paper was quite accessible. Some candidates scored high marks, and there were relatively few questions left blank. It was noticeable that where candidates did seem to struggle, it was in areas where more careful preparation using the pre-release Resource Booklet could have prevented the loss of marks. Once again, too many candidates did not seem to have been prepared to explain key terms, despite being alerted to this by the italicised words in the pre-release Resource Booklet. Question 6, the decision-making question, was rarely answered extremely well. Most candidates merely repeated information about the schemes, without developing their answers or opinions sufficiently.

QUESTION 1 was straightforward for most candidates.

(a) Virtually all candidates correctly gave the population of Southend as
    (i) 10,000 in 1871   and (ii) 165,000 in 1961.

(b) Virtually all candidates also correctly gave 1881-1961 as the period of greatest population growth in Southend.

(c) The majority of candidates correctly quoted the growth of the railway line(s) and/or main road from figure 3. A few, however, did fail to use figure 3 and therefore dropped marks.

QUESTION 2 was also answered well by most candidates.

(a) Many candidates correctly gave the two data items from figure 4 - an annual income of £63m, and 3 million day visitors a year. Not all managed to gain the third mark, however. The most frequent responses were that Southend was the nearest resort to London or that jobs were provided.

(b) Virtually all candidates correctly gave shipbuilding as Leigh-on-Sea's former industry in (i), and identified the conservation area and historical importance in (ii).

(c) Most candidates correctly gave 32,000 as the number of people over 60 in Southend. Some candidates did, however, appear to find the calculation / estimate of this figure difficult.

(d) Few candidates failed to score at least one mark. Most were able to identify either an environmental advantage, or retirement.

(e) Again, few candidates failed to score at least one mark. Easy access or good transport links were usually suggested.

QUESTION 3 was rather more variable.

(a) This was a very straightforward question, with a large number of candidates scoring well, and gaining 4 or 5 marks out of 5.

(b) Disappointingly few candidates correctly identified weathering as the breaking down of rocks. Too many thought it was the wearing away and removal of rocks, showing that they had not been alerted to the need to know terms in italics in the pre-release Resource Booklet. This is a problem which was also highlighted last year.

(c) was poorly answered and few candidates could give any detail about the mass movement, beyond quoting from the resource that the cliffs dry out.

(d) was also poorly answered, as few candidates could explain clearly the erosion process of corrasion (again a highlighted term in the Resource Booklet). Most could only gain one mark by reference to pebbles carried by waves.

QUESTION 4 was answered reasonably well, although there were rather too many incorrect responses in (b), (c) and (d).

(a) This question was straightforward for most candidates, who correctly identified 22% or 23% of tourists visiting the Sea Life Centre, and the Pier, the High Street Shops and the beaches as the attractions visited by 40% or more of tourists.

(b) It was rather disappointing that a significant number of candidates did not appear to know the difference between the terms 'human' / 'economic' and 'physical'. It should have been quite straightforward to identify a majority of human / economic attractions.

(c) Here also, candidates who suggested beaches clearly did not know that they are not a human / economic attraction. In addition, the measurement / use of the map scale surprisingly seemed to cause some problems in this question, since some candidates identified features within 2 kms of Pier Hill.

(d) Some candidates failed to answer this question accurately, by ignoring the words 'groups of people', and suggesting attractions instead. The arcades, High Street Shops or the Sea Life Centre were frequent responses here, when 'arcade owners' or 'shop owners' were among the answers actually required.

(e) Many candidates scored at least two marks for identifying two problems – most usually to do with noise, litter, congestion or crime / vandalism. Fewer were able to gain the additional two marks for explaining or developing their answers.

The following answer demonstrates that a simple development of the problems quoted could easily gain the four marks available:

> Problem 1: "Tourists make a lot of noise which can keep local people, especially the elderly, awake late at night."
> Problem 2: "Tourists drop litter which makes local residents angry as it makes their area look untidy and unattractive."

QUESTION 5 was poorly answered by a surprisingly large number of candidates.

(a) produced some variable responses, and some candidates were unsure about whether some of the techniques were 'hard' or 'soft'.

(b) proved to be a more difficult question than anticipated. Many candidates simply stated what groynes do, without referring to the evidence of different beach levels which the question required.

(c) proved similarly difficult for candidates, with few pointing out the removal of the tar covering. Most merely stated that the 'revetment is eroding'.

(d) and (e) were also generally poorly answered.

In (d)(i), relatively few candidates referred to absorption / reflecting of waves / wave energy. In (d)(ii) and (d)(iii), however, most identified long lasting, and expensive / an eyesore, respectively.

In (e), most candidates explained the addition of sand to a beach in (i), the 'natural' and / or cheap aspect in (ii), and the need for repetition in (iii). There were some candidates, however, who seemed to have very vague ideas which were not precise enough to gain credit.

QUESTION 6

Was the decision-making question and was rarely answered extremely well. Most candidates merely repeated information about the schemes, without developing their answers or opinions sufficiently.

There were no overwhelming favourites in terms of schemes chosen or rejected by candidates, reflecting the range of information and argument which could be used in support of, and against each of the schemes. It was quite pleasing that there were relatively few scripts without at least a paragraph of writing for each part of the question. There were, however, relatively few really top Level 2 responses. Marks had to be earned by the range / depth / quality of argument in each section of the question, and to reach a Level 2 mark, candidates must have been able to develop or explain their ideas in support of / against their chosen schemes.

In (a) (i) and (ii), all four schemes were given support, and the majority of candidates were at least able to state simple advantages taken from figures 7, 8, 9, 10, 15 and 16 in the Resource Booklet, e.g. to do with cost, methods / strategies used, and effectiveness. Only the most able candidates, however, really offered a range of argument which developed / explained their ideas, which meant that relatively few Level 2 marks were achieved.

The following answer in support of scheme A shows good Level 2 standard. It makes some comparison with scheme B, and explains some benefits of the scheme, whilst also recognising a few drawbacks, and therefore gains 4 marks:

> *"I have chosen the beach recharge scheme because it is cheaper and more natural than the coastal defence scheme. By putting sand and shingle on the beach, it is basically adding extra beach material to stop the sea from reaching the sea wall so easily, so erosion is stopped. This has to be done annually, however, but it could be done in winter or spring so that it doesn't affect the tourists or their summer activities."*

Similarly, for scheme B, the following answer reaches Level 2, although with no comparison, and less depth and detail, scoring 3 marks:

> *"I would choose scheme B because it is helping to stop coastal erosion along all of the seafront. I think this is vital because that is where most of the tourists will go, and where most needs to be protected. It is fairly cheap, as it is over a seven year period. I also think that it is good because it improves, maintains and repairs, so it will cover all aspects after the groynes, sea walls etc. have been finished. It also preserves the inter tidal mudflats where there is sea life."*

For scheme C, the following answer is also slightly less detailed, although it does make some comparison, and just reaches Level 2 for 3 marks:

"I feel that £10 million is quite a lot to pay out, but the other project costs £20 million which is far too much. Scheme C will maintain and improve the Pier which is important as it is one of the main attractions. The main reason I think this project is the best is because there are CCTV cameras being put in. I feel this because a lot of vandalism happens these days and people are aware of that and will feel safer visiting Southend now. The new lifeboat station also adds to the safety aspect of this scheme, which I think is good."

The following answer in support of scheme D shows comfortable Level 2 standard. It explains various benefits of the scheme, and covers a range of developed ideas. It therefore gains 4 marks:

"I think scheme D would bring a lot more tourists to the area, old people because they can easily get from the high street to the seafront, and younger people as well as the area will be modern. The scheme will bring more tourists in as it has views and restaurants etc., and they will spend more money which will help the council pay for the scheme. It will also provide jobs for locals so they won't have to commute elsewhere. But this project doesn't just focus on more buildings, it is also planting trees and shrubs to make the area look natural, and reshaping the cliffs will make them safer because it will help to stop erosion."

In (b), all four schemes were also rejected by some candidates. As in (a)(i) and (a)(ii), marks had to be earned by the range / depth / quality of argument.

The following answer rejecting scheme A just achieves Level 2 standard. It suggests a number of reasons for rejection, without the depth of argument needed for the top mark:

"I would not choose this scheme for several reasons. If you were visiting the beach and all you saw were huge bulldozers and other equipment, you would think the beach is ugly and not worth going on. The price for the scheme is £600,000 a year which is a lot. The main idea is to pump sand ashore to make the beach better, but what happens when all the sand goes? They will have to go elsewhere to find more. This scheme may be good in summer when the equipment is not there, but people who have seen the noisy equipment may tell other people so that Southend might lose tourists."

At a lower level, the following answers only achieve Level 1, for 2 marks and 1 mark respectively, since they mention only simple reasons for rejecting the schemes:

"I did not choose scheme B because it is fairly expensive and would be an eyesore for tourists and locals. By adding coastal defences like improved revetments and groynes, the council is basically cluttering the beach which would probably turn people off the seaside. It also affects the environment."

"I don't think scheme C will help bring many more tourists or help with coastal erosion. I think it will waste a lot of money on things like the security closed circuit TV cameras, which aren't really needed."

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Paper 2F

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Examiners' Report

The paper was generally accessible for the targeted range of candidates (grades C to G). Only a few failed to attempt significant parts of their chosen questions, and virtually all completed the paper. However, a few attempted all the questions in both Sections B and C. Paper 2F had more differences from Paper 4H than in 2003 and 2004, especially in the assessment of skills. Unlike Paper 4H, it included the completion of a line graph, the ranking of data and the shading of an isoline map. More multiple-choice questions were also included.

SECTION A

QUESTION A1

Providing for Population Change

Part (a) proved accessible for the majority of candidates. Most scored at least one mark for the definition of birth rate, and many gained both. Completing the line graph was also often done well. In b) ii) many candidates gave 24,000 as the answer, while c) was very difficult, with many confusing Z and X. Although some thought d) i) was asking why people were dying, the question was generally well understood. Part d) ii) was often answered even better, with many scoring at least two marks. However a fair number thought the birth rate would automatically increase because the population was bigger. Most could make a relevant point or two in d) iii), and some were aware of the problems a youthful population posed. The term **international migration** was understood by many, though a few lost the mark through just repeating the word "migration" in their definition. Many candidates overlooked the instruction to **use data** in their answer to d) ii) and so failed to score, even though they realised the population would increase. Whilst some Asian and African countries - and even the continents - were inevitably quoted in d) iii), in general candidates showed good knowledge of EU countries, many in fact quoting recent Eastern European entrants. There were also many thorough answers to ii) showing a good understanding of the contributions made by immigrants.

In (e) weak candidates did not understand the term thermal power and did not attempt it, or wrote about wind, solar or hydroelectric power. A few even gave vague examples like heat and water. Many though chose power stations fired by fossil fuels in general, or coal in particular, and usually in a national context (either France or the UK). Nuclear power was accepted as a type of thermal energy, though some candidates who chose this erroneously thought it caused acid rain, or produced greenhouse gases and therefore contributed to global warming. Responses varied from the very vague and limited in scope to the detailed and wide ranging, with the abler candidates showing understanding of a number of environmental impacts. Quality of written communication was assessed here (and in the last part of question A2 too) rather than across the paper as a whole.. The example that follows is an excellent Level 2 response on coal in France. This candidate wrote more than enough detail for a top Level 2, and the QWC was also easily sufficient for the top score of 6 marks to be awarded.

Thermal energy source Coal   Name of MEDC France
Coal is burned in thermal energy power plants. When it is burned it releases soot and greenhouse gases, as well as sulphur dioxide. Soot will contribute to creating smog. This can stop plants photosynthesising because it blocks off light.
Sulphur dioxide dissolves in clouds and turns rainwater into acid rain. Acid rain damages leaves, roots and destroys nutrients in soil. It can potentially make the area unlivable for plants. It also damages structures.

Greenhouse gases such as carbon dioxide contribute to the greenhouse effect and cause global warming.

QUESTION A2

Planning for Change

Part a) proved very difficult. Most correctly identified the farm, but the other activities were surprisingly elusive. Knowledge of the meanings of the terms **primary**, **secondary** and **tertiary activity** was also shaky. The answers to b) were also disappointing. They were usually either too vague (e.g. public buildings, main roads) or gave unacceptable CBD indicators (e.g. cycle ways, churches). Very few gave valid evidence such as the ring road, bus station or town hall. Candidates should use O.S. maps frequently in their studies, especially in Units A2, A3, C5 and C6 where they are particularly appropriate to the specification content. Part (c) was more straightforward, with many candidates scoring well. However some thought that a **pedestrianised street** meant one with pedestrian crossings, and some gave definitions like "a street where only pedestrians can go" which were not accepted. It must be stressed that no credit is given to candidates who merely repeat a word (or a derivative) from the term they are asked to define. In (d) most candidates showed a fair understanding of **park and ride**, though a surprising number thought it involved going for a bicycle ride. Many were able to give an accurate 4-figure grid reference. Part (e) was also tackled well, most candidates scoring at least one mark. Part f) was challenging, as developed answers were required at this stage of the question. Part f) i) was often very well answered, with many recognising it as a brownfield site. Part f) ii) was done less well, the answers often being characterised by vague comments (e.g. it will be noisy; it will get overcrowded) that were not acceptable here.

However the answers to part (g) were often pleasing. Most candidates were able to quote an appropriate example and a wide range of cities were chosen: Sao Paulo and Rio de Janeiro were the most favoured (and usually done best too), but Mexico City, Nairobi, Delhi, Mumbai and Djakarta were also sometimes used. For the first part of the question weaker candidates tended to write just about a high birth rate rather than rural-urban migration, but there were some good explanations of the latter. For the second part, many knew more about the conditions in the squatter settlements than how the quality of life was being improved, but most wrote something of value about the improvements even if they did not use geographical terms like self-help scheme. A Level 2 response on Rio de Janeiro is given below. It mentions two urban pull factors and concisely gives some details on attempts to improve conditions in the favelas.

Name of city Rio de Janeiro Name of LEDC Brazil
(i)   People from the surrounding areas of Brazil are migrating to Rio to find employment. The push/pull factor difference is huge. Almost no-one is moving from Rio, and if they are they move to another city nearby. However loads of people move to the city to find jobs and housing even if they have to make it themselves.
(ii)   More amenities are being added to 'favelas' – the squatter settlements. The government is trying to build low cost concrete housing with basic amenities for people in favelas. Some police officers are also being hired from the people living there. This is to make the people feel 'closer' to the police force, and decrease the crime element.

SECTION B

Question 3 on Water continues to be more popular with centres than Question 4 on Weather and Climate, the alternative to it in Section B. Those opting for B3 outnumbered those choosing B4 by three to two.

QUESTION B3

Use and Abuse of the Environment (Water option)

The ranking exercise in part (a) was straightforward for most candidates. However, in a) ii) some could only say that groundwater was a larger source than surface water, and in iii) some thought the problem with seawater was pollution rather than salt. Part b) was difficult for many candidates but c) i) and ii) proved easy. Part c) iii) often revealed a misconception that dams are dangerous and tend to burst or overflow. A number thought the village would get flooded in this way. However most realised that farmland had been lost under the reservoir and some that a road was too. Fewer noticed that the village was cut off from the pub. Some said visual pollution was a problem, although this was not credited unless it was specifically linked to the dam (rather than the reservoir). Part c) iv) proved difficult for the many candidates who ignored the information that the reservoir supplies water to a nearby town: thus suggestions that the villagers would benefit from a water supply – or HEP – were not valid. Using the reservoir for leisure pursuits such as fishing, and making money from tourists were sometimes cited, although very few candidates managed to gain both the marks here.

In part (d) candidates were not asked to show knowledge of a specific case study, but were asked for more generic knowledge of water use instead (Case study knowledge was credited if it was given, but it was not necessary to score full marks here). There was much evidence that many candidates found this a more accessible type of question than the more traditional case study type. Certainly virtually all candidates could write something of relevance here, whereas that was definitely not true of the case studies. Whilst most answers dwelt exclusively, and sometimes vaguely, on domestic uses of water, some candidates gave more details and/or referred to a wider range of uses. Quite a lot were also aware of the tendency to waste water in MEDCs. The low Level 2 response below mentions a variety of domestic uses (though some are trivial) in MEDCs, and shows some awareness of a problem caused by limited access to water in LEDCs.

> *Because more people can afford to have things such as pools, ponds and other water features, and also if you have the money you can buy anything so if you live a higher standards of living compared to the LEDCs you will constantly want things like baths, showers, tea, novelty drinks that you don't really need. Also in LEDCs to obtain water they normally have to make long journeys to get it, so they can't obtain much, however in MEDCs it runs freely out of our taps at home also for us to water things like gardens as well.*

QUESTION B4

Use and Abuse of the Environment (Weather and Climate option)

Matching the terms with the correct definitions was straightforward for most candidates. However, in b) i) defining **acid rain** proved a challenge, many simply saying it was "rain that is acidic" or "rain with a low pH". Neither of these answers was credited. "Polluted rainwater" and "rain containing sulphur" were accepted. In b) ii), as expected, only the abler candidates shaded in the entire area correctly, but most shaded enough of it to score one mark. However very few knew that wind directions are given from their source thus most, erroneously, gave north easterly as the answer to iii). Most candidates managed at least two marks in (c) i). Ticking the box for "the most highly acidic rain falls in Norway" was the most common mistake here. Part d) proved very accessible, but some overlooked the instruction to **explain** and simply lifted phrases from the diagram. No credit was given for this. Not surprisingly, hardly any candidates commented on the uplift of air over the Scandinavian uplands and how this caused precipitation, but this was not necessary to gain full marks. Most candidates scored one or two here.

As with Question B3, candidates were not asked to show knowledge of a specific case study in part (d), but were asked for more generic knowledge instead (Case study knowledge was credited if it was given, but it was not necessary to score maximum marks). Again there was much evidence that many candidates found this a more accessible type of question than the more traditional case study type. Nearly all could write something relevant here, whereas that was definitely not true of the case studies. Whilst many answers referred vaguely to "plants need the right amount of sun and water to grow", some candidates did give more details and a few even distinguished between weather and climate. The Level 2 example below is brief and does not have much detail but it shows a fine understanding of the different significances of weather and climate for farming.

> *Climate defines farming in its area. It's the kind of thing that doesn't change much from its usual pattern so people usually farm things specialised for that particular climate eg. rice for wet climate.*
> *Weather affects farming on a more day-to-day basis. Sometimes the extremes of weather can ruin crops eg. drought, flooding.*

SECTION C

As in previous years Question 5 on Farming was far less popular than Question 6 on Recreation and Tourism, the alternative to it in Section C. Those opting for C6 outnumbered those choosing C5 by six to one. However, some candidates appeared to have chosen C5 by mistake.

QUESTION C5

Use and Abuse of the Environment (Farming option)

Part a) provided a straightforward start, although a few candidates thought a lowland area was shown in the photograph. Describing the landscape in b) was also an accessible task for most candidates. Many only picked out simple features such as the trees, crops, road and houses, whereas abler candidates commented more precisely on the smallness of the fields, the trees used as field boundaries or the crops planted in rows. In contrast part c) proved very difficult for all candidates. Comparing the

landscapes in the photographs was too challenging: most candidates scored no marks and few more than one. This was usually for a general statement about more human intervention in Photograph A, or more commonly about the greater amount of natural vegetation (and habitats) surviving in Photograph B. Part c) was far more accessible. Most gave an advantage of the CAP and many were able to suggest one or two relevant farm practices. However, many did not explain how those practices damaged the environment and very few explained the statement given in the question: i.e. they did not include a general point such as "farmers want to grow as much as possible" or "farmers want to use every part of their land to grow crops". Consequently the scores for part c) were usually low.

Candidates were allowed to tackle the question in part (d) by describing the environmental changes or the human activities/processes responsible for the changes. Those who chose deforestation usually opted for the Amazon Rain Forest in Brazil, but some Asian case studies were also used, for example the Philippines. Most of the answers mentioned one or two simple environmental changes and/or the human activity responsible: e.g. "they cut down the trees and started ranches". Most were Level 1 responses but a few described the loss of habitat and the impact of this on specific wild animals. Candidates choosing desertification usually took the Sahel as their example and were often able to write more, for example mentioning physical processes as well as human activity. However, most still did not go beyond Level 1. A Level 2 response on the Sahel is exemplified below. It describes a number of environmental changes and a mixture of human and physical causes. Some details are also included.

> *The land has dried up and rivers have. Animals eat the grass and the wind blows away the bare soil. A tribe moved their cattle to another place and it happened again. But some people only grow crops and cut trees down for firewood. This also causes desertification. Trees have died. The soil is too dry, it doesnt rain as much as it used to so the Sahara Dessert is spreading. Global warming is making the ground dry.*

QUESTION C6

Use and Abuse of the Environment (Recreation and Tourism option)

Part a) provided a straightforward start, although a few thought the hut in the photograph had a gently sloping roof. Part b) i) was accessible, and whilst many answers were vague there were also some detailed ones that appreciated the distinctive attractions of a holiday at the lodge. Some candidates, however, overlooked the tropical flora and fauna and just praised such facilities as the bar and boat trips to the nearest town. Part ii) was also very accessible, but some answers were rather repetitive: thus "there is no electricity" and "there is no hot water" together did not score two marks. Part c) was meant to be challenging, and so it proved (especially part i). Many candidates failed to score because they misinterpreted the question: instead of **explaining** the evidence, they merely lifted phrases from Figure 9 (e.g. "biodegradable soap" or "water from a local spring") and no credit was given for this. Part c ii) was answered better, many candidates mentioning the employment of local people at the lodge and some saying farmers would gain money from selling their produce.

Although some candidates wrote about a town park or country park, most did choose a valid EU national park. The Norfolk Broads, Yorkshire Dales and Peak District were sometimes given, but easily the most popular choice was the Lake District. Most candidates just listed landscapes: e.g. hills, forests and lakes. Very few **described** the landscapes, for instance by mentioning a simple feature of their relief, geology or vegetation, even though we gave hints on this in the question. Candidates usually mentioned a range of leisure activities, but these were often not clearly linked to the different landscapes they had identified. Some wrote irrelevantly about problems caused by tourists. Candidates do need to be trained to apply their case study knowledge relevantly to the precise wording of a question. Below is an example of a low Level 2 response on the Lake District. It includes a little descriptive detail on the landscapes and a place-specific reference to Lake Windermere.

Name of National Park <u>*The Lake District (Cumbria)*</u>
Name of EU country <u>*England*</u>
> *(i)   In the Lake District there are tall mountains that are appealing to the eye it is a very rocky area too. It has the largest lake in Britain which is Lake Windermere which is totally different to the other landscapes of rocky mountains.*
> *(ii)   People can use the mountains for activity's such as rock climbing and absailing this is a very popular leisure activity to do there. Lake Windermere is also great for seeing wildlife life, kanooing and white water rafting.*

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Paper 3H

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Examiners' Report

Generally, the paper was quite accessible. Some candidates scored very high marks, and there were relatively few questions left blank. As with Paper 1F, it was noticeable that where candidates did seem to struggle it was in areas where more careful preparation using the pre-release Resource Booklet could have prevented the loss of marks. Once again, too many candidates did not seem to have been prepared to explain key terms, despite being alerted to this by the italicised words in the pre-release Resource Booklet. Question 6, the decision-making question, was rather variable. Whilst there were some good Level 3 responses, there were also many candidates who merely repeated information about the schemes, without developing their answers or opinions sufficiently.

QUESTION 1 was straightforward for nearly all candidates.

(a) Virtually all candidates correctly gave Southend's population growth as
    (i) 10,000 between 1801 and 1881   and
    (ii) 135,000 / 136,000 / 137,000 between 1901 and 1961.

(b) Virtually all candidates also gained three or four marks for correctly quoting the growth of the railway line(s) and / or main road from figure 3, and explaining about the increased accessibility and / or opportunity for commuting. Very few candidates failed to use figure 3 and therefore dropped marks.

QUESTION 2 was also answered well, many candidates gaining 7 or more marks.

(a) Most candidates correctly gave the two data items from figure 4 - an annual income of £63m, and 3 million day visitors a year. Many also gained the third mark by describing that Southend was the nearest resort to London, or that jobs were provided.

(b) Virtually all candidates correctly identified Leigh-on-Sea's Conservation area and the historical importance of the eighteenth century cottages and / or cockle sheds.

(c) Again, the vast majority of candidates correctly identified retirement and cheap housing or an environmental advantage, to gain both marks.

(d) Again, few candidates failed to score at least one mark. Easy access or good transport links, and jobs in London were usually suggested.

QUESTION 3 was rather more variable.

(a) (i) Disappointingly few candidates correctly identified weathering as the breaking down of rocks. Too many thought it was the erosion or wearing away of rocks, showing that they had not been alerted to the need to know terms in italics in the pre-release Resource Booklet. This is a problem which was also highlighted last year.

   (ii) Some candidates explained freeze-thaw / frost action, or onion-skin weathering very well. There were, however, too many candidates who described erosion processes.

(b) The annotation of the diagram was variable. A few candidates labelled six or seven relevant points. Most managed two or three marks for identifying the permeability / impermeability of the rocks, the likely mass movement and collapse of the bandstand. Only a very few failed to gain any credit.

(c) was also rather variable. Some candidates explained clearly the processes of corrasion, hydraulic action, attrition and solution / corrosion. Others were clearly unaware of the meaning of erosion, and described weathering or mass movement processes.

QUESTION 4 was answered reasonably well, although there were rather too many incorrect responses in (a) and (b).

(a) This question should have been straightforward, but it was rather disappointing that a significant number of candidates did not appear to know the difference between the terms 'physical' and 'human' / 'economic'. In (i), too many candidates incorrectly gave the Pier or the High Street shops as their answer. In (ii), the vast majority of candidates who had correctly identified the beaches as the main physical attraction also accurately quoted 50% / 51% of tourists who visited them.

(b) The measurement / use of the map scale surprisingly seemed to cause some problems in this question, since some candidates identified all the attractions as being within 1 km of Pier Hill. It had been anticipated that more candidates would have been able to identify the first six attractions in the table as the correct ones.

(c) Most candidates reached at least Level 2 for identifying / explaining one or two conflicts – most usually to do with noise, litter, congestion or crime / vandalism. Fewer were able to reach Level 3, however, by giving detailed explanations.

The following answer was fairly typical of a sound Level 2 response gaining 3 marks, explaining two conflicts:

> *"Many residents may be upset by the amount of litter tourists leave in the area, damaging the surroundings. The attractions are probably causing congestion as many people travel there. As more people visit the area, prices in the local shops may go up, making things too expensive for local residents."*

At the top of Level 3 for 5 marks, the following answer was a good example, referring to specific attractions and groups of people, and explaining several conflicts in detail. An answer would not need to be even this thorough to be worth full marks.

> *"Adventure Island theme park is right on the sea front and would block the view of local residents. This attraction, together with the Kursaal, would produce a lot of noise all day in the summer, and late at night. This would adversely affect local residents, and the elderly would also feel threatened by the large number of young people. As the attractions are concentrated, tourists who have travelled by car would take up all the parking spaces in the town centre, and outside residents' homes, as well as adding to congestion."*

QUESTION 5 produced some variable responses.

(a) Some candidates were surprisingly unsure about whether some of the techniques were 'hard' or 'soft'.

(b) Most candidates were able to score one mark, but relatively few managed two. Many candidates failed to give the evidence required from the photographs, merely repeating the statement that longshore drift was being controlled / prevented.

(c) proved similarly difficult for candidates, with few pointing out the undercutting / removal of the tar covering. Most merely stated that the 'revetment is eroding'.

(d) produced some very variable responses. Many candidates were prevented from scoring top marks because they ignored the part of the question which asked "how it works". Advantages and disadvantages were generally not a problem, but merely describing the appearance of sea walls, groynes etc. did not answer the first part of the question.

The following examples show responses at Level 2 for 3 marks, and Level 3 for 6 marks, respectively.

"The revetment in figure 13 has a bitumen covering which makes it look unattractive. The black bitumen would also become hot and sticky making it hard to sit on. Although it is wearing away, the revetment is effective as it is cheap and has protected the coast.
The sea wall in figure 11 separates the pavement from the beach. It shows no signs of wearing away, although in storms the waves would be higher and the wall could erode."

"Groynes are effective against longshore drift, as they prevent the sand moving along the coast. The beach then stops the waves reaching the sea wall and causing erosion. The groynes are not very aesthetically pleasing, but they are easily managed, and last quite a long time before they need replacing. They are also quite expensive as each one costs around £200,000.
Beach recharge is not preventing longshore drift, but does replace what it takes away. The sand is dredged from offshore, and is done each year. It costs quite a lot (around £600,000 each year), but the beach absorbs the pressure of the waves, as well as stopping them reaching so far in. The beach is also natural and not an eyesore like groynes. Although it is not sustainable, it is effective if done regularly."

QUESTION 6

Answers to this decision-making question were also quite variable. The most able candidates produced some detailed and well argued accounts. The weakest candidates merely repeated information about the schemes, without developing their answers or opinions sufficiently.

As on Paper 1F, there were no overwhelming favourites in terms of schemes chosen or rejected by candidates reflecting the range of information and argument which could be used in support of, and against each of the schemes. It was quite pleasing that most answers were two to three sides in length – sometimes more. Marks had to be earned by the range / depth / quality of argument throughout the answer, and to reach a Level 3 mark, candidates must have been able to cover a relatively wide range of arguments, and develop or explain their ideas in support of / against their chosen schemes.

All four schemes were given support and, as on Paper 1F, the majority of candidates were at least able to state simple advantages taken from figures 7, 8, 9, 10, 15 and 16 in the Resource Booklet – e.g. to do with cost, methods / strategies used, and effectiveness. The most able candidates did manage to offer a range of arguments, and developed / explained their ideas, which meant that some answers, like the following example, gained full marks at Level 3.

"I have chosen scheme B rather than scheme A because it would protect the whole coastline, rather than just the beach on the eastern side of the pier. Scheme B is also more cost effective, as the work has an end date after 7 years, costing just £200,000 more per year than scheme A, and not being continuous. Scheme A could go on for more than 7 years, which would make it more expensive in the long term. As I have seen at Dawlish Warren, a similar seaside resort, hard engineering may not be aesthetically pleasing, but people do become complacent to it over time. I think that it is important to preserve as much of the beach as possible, as figure 6 shows that it is one of the most important tourist attractions, with just over 50% of all visitors visiting it. Also, scheme B will protect Leigh old town, which is a conservation area and should be protected, so that the 10% of tourists who visit it (figure 6) can still do so; it is also important for the local population. Scheme B also protects the bio-diverse habitats (mudflats) which scheme A doesn't, and figure 2 shows that it will protect much more of the beach and coastline.
I have chosen scheme D over scheme C as the issue originally asked 'What type of management and engineering techniques would be best for the coast and for people who use the coast?', and scheme D balances the needs of the environment and economic activities. Scheme D costs more, but would also, I think, encourage more people to visit the area, as the lift would mean easy access to the seafront, and the currently dangerous landslide situation with the cliffs would be dealt with. Also, scheme C is focused mainly around the pier, which is, from figure 6, only the third most popular attraction, with around 42% of tourists visiting it. The pier is under no current threat, and is already famous for being the longest in the world, without needing new and expensive work. Scheme D is

more important, especially as figure 16 shows that the area will look clean and modern, and the new restaurants and cafes will provide employment for the local population, as well as giving them new facilities to enjoy. In addition, the cliff reshaping, with trees and shrubs, will help to keep the cliff more stable. Scheme C would not appeal to an ageing population (Southend has over 20% over 60 years old), but scheme D with the lift and easy access between the high street and the beach, would.

In conclusion, I would recommend that the most productive two projects for Southend are project B, to help stop coastal erosion along the seafront, and therefore preserve the future of Southend's economy (worth £63 million per year - figure 4); and project D, to improve the area of the cliffs near the pier, which would attract more visitors and boost the economy. Both these choices would be best for the long term, and whilst they would take time and money to complete, once finished they will last."

The following answer was more typical, as a Level 2 response given 7 marks. It considers a number of reasons, with some development, for choosing / rejecting the selected schemes, and makes some useful comparisons.

"I decided to choose project A as I thought it would be a softer, more natural approach. It gives the beach 210,000m^3 more sand and shingle, which will match that of the current beach. This enhances the look of the beach making it more attractive for tourists. It is also safer. The restoration also involves filling in gaps in the current block defences, which is a good idea as it strengthens current defences for a lower cost than the price of building new defences in project B.
I chose project C as I thought it seemed to provide good services for local people as well as tourists visiting Southend. The new lifeboat station means people on the beach or on fishing boats would be safer should they encounter trouble. The new security system would provide residents and tourists with more protection against crime, and more people would visit if they knew they were safe. The new sewage system would definitely improve the hygiene and cleanliness of Southend, which would benefit residents and tourists. Improving the appearance of the Pier would definitely attract more visitors, who would spend more money, which would help pay for the scheme.
The reason I didn't choose project B is because I thought it would cost too much money, and the methods would make the beach look less natural. The appearance of rock armour and groynes would be very unattractive. The reason I didn't choose project D is because it concentrates on the making the area look attractive, and providing great services for tourists, but not providing much to appeal to local residents. It was also much more expensive - twice as much over a shorter period of time."

At Level 1, the following answer gained 3 marks, since it mentions only simple reasons for accepting the schemes, without any real explanation, and fails to explain why schemes B and C were rejected, apart from the last sentence.

"I have chosen project A, the beach recharge scheme, as I feel it would be an effective way of ensuring the prevention of flooding, as well as preventing beach and coastal erosion. The beaches are popular with tourists; one graph shows that 50% of tourists visit the beach. Although the estimated cost is high, £600,000 it would be worthwhile. The beach would be higher and safer, and the sand and shingle would be the same size and colour as the current sand, so it will look natural.

I have also chosen project D, because I thought that the cliffs need urgent attention, and once the cliffs have been reshaped, the bandstand can be brought back, which is a popular tourist attraction. Also, new cafes would provide jobs. The cost is high, but I feel it is a worthwhile project.

Project B, the coastal defence scheme, is cheaper, but would take too long over a seven year period."

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Paper 4H

Higher Tier

advancing learning, changing lives

Examiners' Report

The paper was generally accessible for the targeted range of candidates (grades A* to D). Very few failed to attempt significant parts of their chosen questions, and virtually all completed the paper. More tasks were included to challenge the abler students (and provide more differentiation compared with Paper 2F) e.g. drawing a population pyramid and an annotated sketch map, and completing the reservoir and isoline maps. This helps to explain why the average mark on the paper was lower than in 2004.

QUESTION A1

Providing for Population Change

Part (a) proved challenging. Most candidates answered i) and ii) correctly, though some gave 38,000 and 20,000. Part iii) was more difficult, with many saying 1910. Part iv) was also difficult. Some candidates confused birth rate with natural increase and cited 1900, whilst some of those who did know how to work out the natural increase erroneously wrote 1960 or 1980 rather than 1970. In contrast, part (b) was generally well understood, with many scoring full marks.

Part c) i) was meant to be a challenge for the ablest candidates and indeed few scored full marks. A large number were completely unaware of the basic shape required (i.e. wide base and narrow top) and many diagrams showed a large elderly population. Candidates who drew an asymmetrical pyramid were penalised, since no difference between the genders could be deduced from Figure 1. The main way in which candidates reached full marks was by annotating their diagram appropriately. An excellent example is reproduced below.
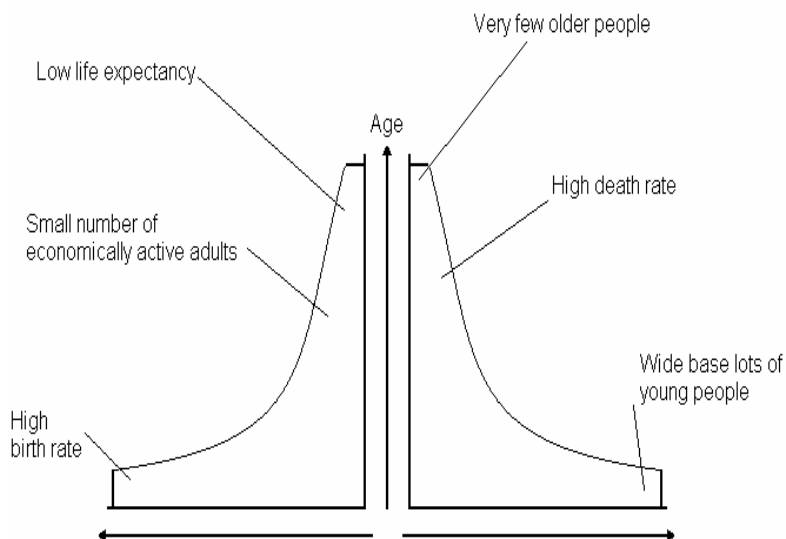
Part c) ii) was difficult for candidates with limited understanding of the population pyramid incorrectly. However, the concept of a high dependency ratio was widely understood and the problems posed by a youthful population were often described well. Problems caused by rapid population growth were also sometimes mentioned.
Part d) was generally well answered, although some candidates overlooked the instruction to **use data** in their answer to d) i) and so failed to score. There were very many thorough answers to ii) showing good understanding of the contributions made by immigrants. A few misread iii) and thought it referred to immigrants rather than emigrants.

Some weak candidates did not understand the term thermal power in (e) and either did not attempt the question or wrote about wind, solar or hydroelectric power. Most chose power stations fired by coal (or fossil fuels in general) in a national context, usually France or the UK, but occasionally Bulgaria. Some of the most effective answers, however, were based on a specific power station such as Drax or Ratcliffe. Those who chose fossil fuels generally described the main environmental effects well, although relatively few wrote about the impact of extraction or waste apart from hot water. Nuclear power was accepted as a type of thermal energy, though some candidates who chose this erroneously thought it caused acid rain, or produced greenhouse gases and therefore contributed to global warming. A few chose geothermal energy (e.g. in Iceland) but their answers tended to be self-limiting. Overall the responses ranged from the very vague and muddled to the extremely detailed, with the ablest candidates showing excellent understanding of a range of impacts and issues of sustainability. Quality of written communication was assessed here (and in the last part of question A2 too), rather than across the paper as a whole. The example that follows is an excellent Level 3 response on nuclear power in France, first rate not only in geographical content but in QWC too. It is very thoroughly argued, and sustainability is addressed throughout.

Thermal energy source Nuclear Name of MEDC France
Nuclear power accounts for 76% of France's total energy. Nuclear power is cleaner than coal/oil or gas because it does not release carbon dioxide into the atmosphere because it does not require combustion.
Less quarrying for uranium than for coal/oil/gas is needed because only a few kilograms of uranium are required to produce the energy released from several tonnes of coal. This reduces the amount of mines which ruin the landscape.
The uranium fuel can be reprocessed and used again. This makes nuclear power sustainable to an extent because the fuel can be used more than once but not forever.
*The fact that emissions are not released means that nuclear power does not contribute to the greenhouse effect and global warming.*
Waste disposal is a problem with nuclear power. The waste causes this method of electricity production to be unsustainable because there are very few places where the waste can be put (buried or into the sea) because it is radioactive and harmful. If it is put into the sea fish stocks may be poisoned, which is not sustainable. This energy source can be used for longer in the future than coal/oil/gas because less fuel is needed to produce energy and the emissions are released, which makes it suitable for cutting release of greenhouse gases in to the atmosphere.

QUESTION A2

Planning for Change

The answers to a) were very disappointing. They were either too vague (e.g. "there are lots of public buildings", "it has many main roads") or they gave unacceptable CBD indicators (e.g. cycle ways, churches). Only a few gave valid evidence such as the ring road, bus station or town hall. Candidates should use O.S. maps frequently in their studies, especially in Units A2, A3, C5 and C6 where they are particularly appropriate to the specification content. Part (b) proved much more straightforward, nearly all candidates scoring well. However a few thought that a **pedestrianised street** meant one with pedestrian crossings, and some gave a tautological definition (e.g. a street where only pedestrians can go), which could not be accepted. In (c) most candidates showed a good understanding of **park and ride** and about half gave an accurate 6-figure grid reference, though there were many near misses. Part (d) was tackled well, with most candidates scoring at least two marks. The sketch maps were usually neatly drawn and clearly annotated: only a few did not realise that annotating means more than just labelling features (e.g. A14, college). The science park's accessibility advantages were well appreciated, but others less so. The example below gave several "explained" advantages and comfortably scored full marks.
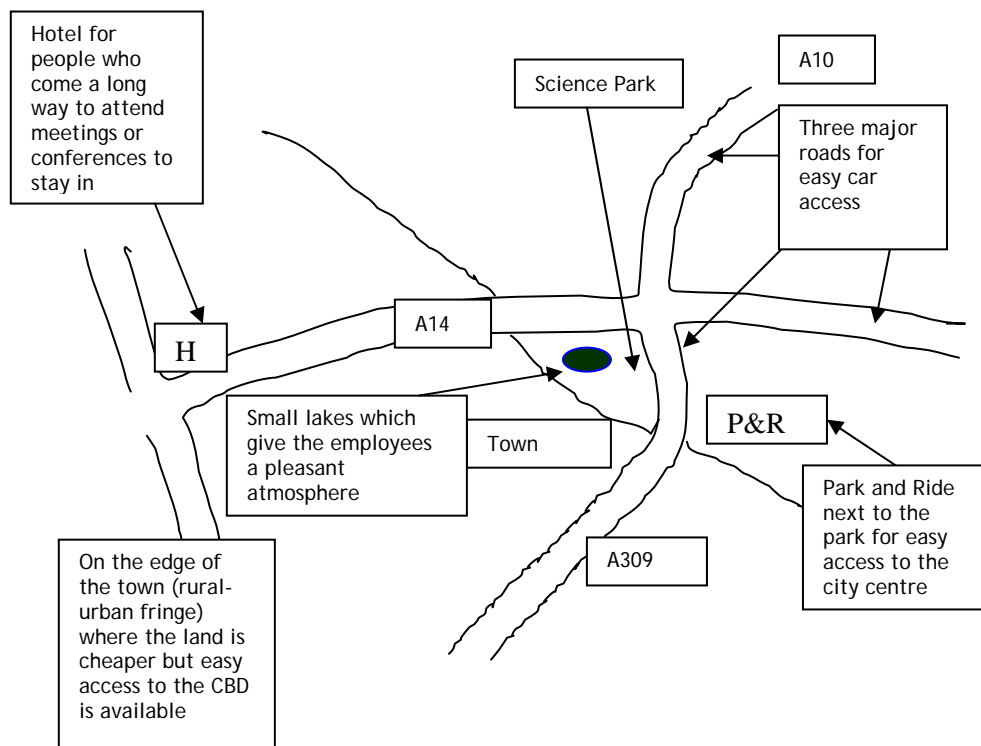
Part e) was challenging, as developed answers were required at this stage of the question. Many candidates commented on the problem of airport noise or loss of farmland in e) i), but curiously a few thought the land in the area was too hilly or steep to build on. Part e) ii) was often very well answered, with many recognising it as a brownfield site and then elaborating on the advantage of this. Advantages of accessibility by road were also often spotted. Part e) iii) was less well done, answers often being characterised by vague comments (e.g. it will be noisy; it will get overcrowded) that were not acceptable here.

However the answers to part (f) were often very pleasing. Few candidates were unable to quote an appropriate example. A wide range of cities were chosen: Sao Paulo and Rio de Janeiro were the most favoured (and often done best too), but Mexico City, Buenos Aires, Lagos, Nairobi, Cairo, Calcutta, Mumbai and Jakarta were also sometimes used very effectively. For the first part of the question, weaker candidates tended just to write about reasons for a high natural increase rather than rural-urban migration, but there were some thorough explanations of the latter, often analysing it in terms of push and pull factors. For the second part, many knew more about the conditions in the squatter settlements than how the quality of life was being improved there. However, the best candidates gave thorough explanations, often with details of particular projects or developments. A Level 3 response on Rio de Janeiro is given below. It is concise but comprehensive, and contains place-specific detail.

Name of city <u>Rio do Janeiro</u> *Name of LEDC* <u>Brazil</u>

Rio do Janeiro is a large city which has many job opportunities, good facilities and services and entertainment. It attracts migrants from rural areas because they are in search of better jobs with more money, better education and quality of living (they may have had their land destroyed or taken away from them). When these migrants move into Rio (urbanisation) they cannot afford the housing so they build their own scrap material. This is how Rio's favelas have been formed – on the outskirts of the city on the bits of hillside nobody wants. The favelas are often a no-go area for police because of the crime and drug problems, and there are a lack of facilities. The Government are helping with site and service schemes – they build simple but permanent housing that the tenants pay a small rent for. They have also been linked to sewerage and water supplies, and roads have been built into the city. Schools and hospitals also improve life in the favelas meaning crime rates fall. A new city, Barra da Tijuca, has been built on the other side of the hills linked to Rio y a road, which is helping to accommodate Rio's increasing population.

SECTION B

Question 3 on Water continues to be more popular with centres than Question 4 on Weather and Climate, the alternative to it in Section B. Those opting for B3 outnumbered those choosing B4 by three to two.

QUESTION B3

Use and Abuse of the Environment (Water option)

Part (a) was straightforward for most candidates. However, in a) ii) some thought the problem with seawater was pollution rather than salt, and in iii) some could only say that groundwater was a larger source than surface water. In b) most correctly worked out the direction of river flow, but this did not prevent some of them thinking the reservoir would be to the west (i.e. downstream) of the dam. Most did realise the reservoir would be to the east, but as expected only the ablest understood the contours sufficiently to plot the area of the reservoir accurately.

Most candidates drew it far too small. Part c) i) was challenging for many, who often ignored the instruction to use information from the map only. Several suggested the village might be flooded, even though it was higher than the dam. Most realised that farmland would be lost and some that a concrete dam could be considered an eyesore, but we did not accept a statement about visual pollution unless it was specifically linked to the dam. Relatively few recognised a road would be flooded and the village cut off from the pub. Part c) ii) also proved difficult for the many who ignored the information given in (b) that the reservoir would supply water to a nearby town: thus suggestions that the villagers would benefit from a water supply – or even HEP and irrigation – were not valid. Employment in building the dam, or using the reservoir for leisure pursuits such as fishing were often cited, although few candidates managed to gain both the marks here.

For part (d) candidates were not asked to show knowledge of a specific case study, but were asked for more generic knowledge of water consumption instead (Case study knowledge was credited if it was given, but it was not necessary to score full marks here). There was evidence that many candidates found this a more accessible type of question than the more traditional case study type. Certainly virtually all candidates could write something of relevance here, whereas that was not true of the case studies. Whilst weaker answers tended to dwell vaguely and exclusively on domestic uses of water, most candidates gave some contrasting details and many also referred to a wider range of uses. Many were also aware of the tendency to waste water in MEDCs and could explain why this was not the case in LEDCs. A number made reference to specific places and examples, notably Las Vegas, Israel, Egypt and India. The Level 3 response below refers to a range of uses – domestic, agricultural, industrial and leisure – in a sustained comparison between MEDCs and LEDCs.

> *MEDCs require more water than LEDCs for domestic purposes as they are wealthy enough to afford many appliances and LEDCs have very few.*
> *LEDCs use more water for agriculture as many people work in primary industries and need to farm to feed themselves.*
> *MEDCs use more water in industry as they are more developed – they have more industries requiring water. However, as LEDCs develop their demand for water for industry increases as they undergo an industrial revolution.*
> *People in LEDCs die if there is a drought and depend on rain falling to water their crops whereas MEDCs have harnessed their reliable sources of water ie dams.*

Overall MEDCs use a lot more water than LEDCs because they have more industry, leisure, domestic appliances etc. People in MEDCs waste water, water their gardens and have swimming pools – unlike LEDCs.

QUESTION B4

Use and Abuse of the Environment (Weather and Climate option)

Part (a) proved surprisingly difficult for many candidates. The terms **weather** and **climate** are clearly basic to this unit, but many candidates were unable to define them (and particularly climate) precisely enough. Similarly, defining **acid rain** proved a challenge, many simply saying it was "rain that is acidic". Again it must be stressed that no credit is given to candidates who merely repeat a word (or a derivative) from the term they are asked to define. Here a simple definition such as "rain polluted with sulphur or nitrogen" was sufficient for two marks. A more scientific reference to "rain with a pH below 5.5" was also obviously acceptable. However we did not accept "rain with a pH below neutral" (inaccurate) or "rain with a low pH" (which was given to them on Figure 6). In b) ii), as expected, only the ablest candidates completed the isoline accurately over Sweden and Norway, but most drew it accurately as far as the 4.5 dots in Scotland and the Baltic. Whilst most candidates showed good locational knowledge in b) iii), surprisingly few knew that wind directions are given from their source: thus most erroneously gave north east as the answer to iv). Part c) proved very accessible, but some overlooked the instruction to **explain** and simply lifted phrases from the diagram; no credit was given for this. Very few commented on the uplift of air over the Scandinavian uplands and how this caused condensation/precipitation, although this was not necessary to gain full marks. Few answers scored the maximum, but most managed at least two marks. Part c) ii) was tackled quite well by most candidates, though only a few gained both the marks.

As with Question B3, candidates were not asked to show knowledge of a specific case study in part (d), but were asked for more generic knowledge instead (Case study knowledge was credited if it was given, but it was not necessary to score full marks here). Again there was evidence that many candidates found this a more accessible type of question than the more traditional case study type. Virtually all candidates could write something of relevance here, whereas that was not true of all the case studies. Whilst some answers only made vague statements like "plants need the right amount of sun and rain to grow" many candidates were able to give more detail or mention specific crops or livestock, and some explicitly distinguished between weather and climate. A number also made reference to specific places and examples, notably the United Kingdom, Spain and India. The Level 3 response given below concisely distinguishes between weather and climate, gives some relevant place-specific details and also includes an example of humans modifying the climate to boost farm production.

Weather affects farming in the short term for example a hard and early frost can damage a whole crop even though the climate is normal ok to grow the crop in.
Different climates lead to different types of farming for example in Scotland and Wales it can be too wet and cold for arable farming so sheep farming takes place. Arable farming takes place in the warmer drier south for example the Norfolk Broads. In southern Spain there is sunlight almost every day its also hotter so with aid of polythene greenhouses tomatoes can be grown all year round.

SECTION C

As in previous years Question 5 on Farming was far less popular than Question 6 on Recreation and Tourism, the alternative to it in Section C. Those opting for C6 outnumbered those choosing C5 by eleven to one. However, the average scores for C5 were slightly higher.

QUESTION C5

Use and Abuse of the Environment (Farming option)

Describing the landscape in the photograph was an accessible task for most candidates. Most could pick out simple features such as the trees, crops, road and houses, whilst abler candidates commented more precisely on the smallness of the fields, the colour of the soil, the intensiveness of the arable farming or the neatness of the landscape. Some even identified crops such as olives and vines, or suggested possible evidence of set aside. Part b) proved difficult however. Few candidates scored full marks and some just one mark, usually for a general statement about there being more human intervention in Photograph A. Some ignored the instruction to use photographic evidence only, and asserted for example that the farmers in A used fertilizers. However, many did recognise that Photograph B had more natural vegetation (and wildlife habitats) intact than A. Also, some pointed out that crop growing in Photo A took nutrients from the soil and could encourage erosion, whereas the sheep in B returned manure to the land. Part c) was far more accessible, with many candidates able to suggest, and explain, some damaging farm practices. However, most failed to get full marks through not explaining the statement in the question: i.e. they did not include a general point such as "farmers seek to maximise their yields" or "farmers want to use every available piece of their land for production."

There were some pleasing answers to part (d), particularly but not only where candidates had chosen the desertification option. Candidates choosing deforestation usually wrote about the Amazon Rain Forest in Brazil. The answers often contained irrelevant comments about effects rather than causes, and most gave little explanation for deforestation other than the type of timber sought by loggers, or the type of animals reared and crops grown by farmers. Only a few mentioned underlying factors like the need to increase export earnings and the role of government, or explained how the declining fertility of deforested soils led eventually to the deforestation of yet more land for crop growing. Most candidates opting for desertification focussed on the Sahel and many referred to climatic change and damaging farming practices such as overgrazing and overcultivation. Few mentioned population growth and the increased demand for food. The best of the Sahel answers described conflicts over land between tribes of nomadic pastoralists and sedentary cultivators, or gave very clear explanations of the physical processes involved in desertification. The Level 3 response on Botswana that follows includes place-specific detail and gives a concise account of some interactions between human activities and physical processes that lead to desertification.

Name of area Botswana Name of LEDC Botswana
Various areas of Botswana are under constant threat of desertification.
Overcultivation means that more people are exhausting more land. It is the local tradition to own as much livestock as possible so it gains the highest amount of

respect but too much over grazing. The soil cannot cope with the amount of grazing local farmers are using. Also wind and rain erosion are sweeping away the fertile top layer of soil. The rain beats the land and washes the goodness away. As Botswana is on the Tropic of Capricorn. It gets a lot of rain but the rain sweeps away the soil. Unfenced animals roam around and consume the vegetation. The residents use stones to r=trap the rain and keep the top layer but it is not enough to earn a living. The desertification causes famine and deaths as the farmers have no way to earn money and grow food.

QUESTION C6

Use and Abuse of the Environment (Recreation and Tourism option)

Part a) i) proved surprisingly difficult for many candidates because they ignored the instruction to **describe** the features and merely listed them. Those who did describe the built features usually concentrated on the materials used, rather than design features such as the steep roof and stilts of the hut, or the raised nature of the footpath. In part a) ii) few went beyond saying the buildings blended in with the vegetation. Some suggested that the footpath would limit soil erosion, but hardly any commented on how the design of the building was suitable (or not) for the climate and wildlife of the area. Part b) was more accessible, and there were some excellently detailed answers that appreciated the distinctive attractions of a holiday at the lodge. A few did, however, overlook the tropical flora and fauna, and merely praised such facilities as the bar and boat trips to the nearest town. Part c) was meant to be challenging, but proved far more difficult than expected. A few candidates clearly had little idea of what **sustainable development** meant, but even many of those who were familiar with it failed to score, since they misinterpreted the question. Instead of **explaining** the evidence, they merely quoted phrases from Figure 9 (e.g. "they use biodegradable soap" or "the water is from a local spring") and no credit was given for this. On the other hand, some able candidates did produce excellent, thoughtful answers showing a real understanding of the concept of sustainable development applied both to the environment and the local community.

Although some candidates chose to write about Daintree in Australia or a game reserve in Zimbabwe, a variety of valid EU national parks were quoted in part (d), for example the Norfolk Broads, Yorkshire Dales, Peak District, Snowdonia and Dartmoor. However, easily the most popular choice was the Lake District. Examples from outside the UK, such as the Pyrenees in France, were uncommon. The answers were often disappointing, mainly because few candidates went beyond listing landscapes: e.g. mountains, lakes, farmland, and villages. Rarely did candidates **describe** the landscapes, for instance by mentioning even simple characteristics of their relief, geology, vegetation or buildings. Whilst candidates often gave a range of leisure activities, these were not always explicitly linked to the landscapes they had identified. Some wrote irrelevantly about land use conflicts and their management, and a few even thought the question asked them to say how the activities were different from those at Posada Amazonas. Candidates do need to be trained to apply their case study knowledge selectively and relevantly to the precise wording of a question. Below is an example of a very good Level 3 response on the Peak District. Although the QWC could be better, this answer is very concise and to the point, clearly linking activities to landscape features. It also includes several place-specific details about the geology and named localities. This emphatically demonstrates that it is not necessary to write at great length to achieve full marks.

The Peak District is split into two contrasting rural landscapes, the White and Dark peaks. The White peak is limestone and shales. This leads to caves and valleys. The Dark peak is millstone grit, which is hard and leads to Edges and gorges. Recreation in the White peak is based more on human attractions. Though the landscape does mean there is potholing, caving and visiting caves. The White peak is flatter so better for cycling. Blue John is also mined in the White peak. The Dark peak is hillier so better for walking and the Edges such as Stanage are used by climbers. The gorges are used for gorge scrambling. In the past it has been known for skiing to take place on Mam Tor in winter.

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Coursework

advancing learning, changing lives

Examiners' Report

The standard of coursework in 2005 was consistently high. There was a splendid variety of topics studied by candidates ranging from urban studies to those of physical attributes of a river or coastline. This year there was an increase in the number of centres choosing to focus on tourism and the environment.

There were problems with some coursework that was based on data collected at residential centres and too many centres based their coursework on the results of just one questionnaire and frequently on an inadequate sample of respondents. Consequently their students found it difficult to access Levels 2 and 3 marks.
It is imperative that school staff plan and structure their own studies around a question or hypothesis and then facilitate their students' collection of relevant data directly to address this. Study centres provide a base for excellent learning opportunities for students but their staff are seldom aware of the assessment criteria set by examination boards for coursework.

Assessment Criterion 1

There was a pleasing fall in the numbers of candidates including large amounts of extraneous background material in their introductions this year. Almost all studies included location maps and many candidates deserved credit for annotating these and referring to them in their introductions. There had been good use of the internet as a source of maps this year.
Many candidates had been limited to Level 1 or 2 for C.1 as they had not made explicit the sequence of their investigation. Some needed clear guidance on relating their study to a question or hypothesis and to give a brief outline of the data they intended to collect.

Assessment Criterion 2

Methodology tables gained in popularity again in 2005. Weaker candidates frequently gained Level 2 marks where they had used a table since it had forced them to consider justifying their methods and to focus on problems and solutions connected with data collection.
Moderators commented that stronger candidates may have been constrained by the use of a table. I would urge such candidates to write about their data collection as well as producing a table in future, in order to gain high Level 3 marks on this criterion.
Some candidates used photographs to enhance their data collection sections to good effect. Photographs should be annotated in an explanatory way to replace text, to explain how data was collected. Examples of data collection sheets should also be included here, rather than in an appendix. They can also be annotated to justify use of particular questions or categories for collecting data.

Assessment Criterion 3

There was a very wide range of quality on this criterion. Some centres had included just bar charts, pie charts or line graphs. The latter had frequently been used inappropriately, to represent discrete data. Where the excel package had been used, candidates had included a range of graphs for the same set of data, without awareness of which type of graph would have been appropriate for each context.
In other centres candidates had used an extensive range of graphical skills. These included located graphs and statistical mapping techniques such as proportional

circles. In other centres it was clear that candidates had used their imagination along with technical skill to construct appropriate visual representations of their data.

The use of overlays was also excellent this year and the use of radial graphs was more widespread. Some had plotted just five variables and others had included up to ten to good effect. These are particularly useful for comparisons of environmental quality in different areas.

Assessment Criterion 4

There has been a marked improvement in analyses and conclusions in 2005. Candidates had tried to relate their analyses to aims to come to a valid conclusion. Where candidates had worked from two or more unrelated hypotheses or questions, it had been very difficult for them to reach a logical conclusion.

In a few cases, weaker candidates had too much data to be able to grasp connections.

It is vital for candidates to practise referring to actual figures and data in their analyses in order to maximize their potential for reaching Level 3 on C.4.

Evaluation was very strong in many cases, being directed at a critical analysis of the investigative process. Weaker candidates usually referred to what they would do, given more time, different weather or more accurate results but many succeeded in reaching Level 2 for being aware of shortcomings in their work.

Assessment Criterion 5

There was a pleasing reduction in the number of over-long studies in 2005.

Where strong guidance had been given by teachers, this often meant that weaker candidates produced studies with a logical structure and frequently gained those Level 2 marks. However, several moderators commented that too much teacher-direction had stifled the originality of thought in very strong candidates.

It was worrying how some centres had based much of their work around statistical techniques, such as Spearman, for candidates with a wide range of ability. This meant that weaker students with poor numeracy skills could not really access the main thrust of their work, whereas their more able peers understood it well and expressed their findings coherently.

General comments relating to moderation

Centres had been very prompt this year in sending their samples to moderators. Generally these included the prescribed range of students' work. A minority of centres failed to send the work of candidates with the highest and lowest marks.

One trend observed by moderators this year was that studies were unnecessarily heavy, reasons for these included using ring binders, plastic wallets and in a few cases including large rock and soil samples with the work.

1313 Statistics

Mark Ranges and Award of Grades

1313 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Raw boundary mark	100	53	43	33	23	13

1F Grade	Max. Mark	C	F
Raw boundary mark	60	38	19

2F Grade	Max. Mark	C	F
Raw boundary mark	100	48	18

1313 Higher Tier

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	100	71	63	55	47	39	35

3H Grade	Max. Mark	A	C	D
Raw boundary mark	60	40	30	24

4H Grade	Max. Mark	A	C	D
Raw boundary mark	100	58	41	35

Coursework

Grade	Max. Mark	A	C	D	F
Raw boundary mark	63	45	36	29	16

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