GCSE

Geography A

Combined Mark Schemes And Report on the Components

June 2005

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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MARK SCHEME ON THE COMPONENTS

REPORT ON THE COMPONENTS

Mark Scheme 3986
June 2005

1 **(a)** Plumes of smoke,
from the top/central crater.
Other suggestions for what is being emitted, e.g. ash, lava.
All bare ground/signs of destruction around the mountain top.
Any two points made along these lines.   **[2]**

2 at 1 mark

(b) **(i)** Woodland – reasonable completeness of the area on the photo.

(ii) Bare ground – tops and slopes picked out.

(iii) Settlement – its correct location shaded or coloured in.

3 at 1 mark   **[3]**

(c) Colours or shading in key matches those used on the sketch.   **[1]**

(d) Too close to the activity, under the volcano etc., however expressed.   **[1]**

(e) Possible reasons – fertile soils; good land for farming; minerals such as sulphur; heat for power; tourism; have always lived there/only land they own …
Either one reason elaborated and/or exemplified, <u>or</u> two reasons stated.   **[2]**

[Total: 9 marks]

2   **(a)**   **(i)**   Beach is covered by the sea.   **[1]**

           (ii)   Waves/direction of waves.   **[1]**

           (iii)   They are going down the beach at right angles/straight back down as backwash.   **[1]**

           (iv)   Line with arrow pointing from left to right.   **[1]**

   (b)   **(i)**   Shingle (clearly intended).   **[1]**

           (ii)   4km (clearly intended).   **[1]**

           (iii)   Slower (clearly intended).   **[1]**

   (c)   **(i)**   River makes a sharp change in direction/has a large bend/starts to flow south.

           (ii)   Growth of the spit southwards.

           Two short separate answers = 2 at 1 mark, but credit the worth of the total answer irrespective of where statements are made.   **[2]**

                                              [Total: 9 marks]

3 **(a)** People moving. **[1]**

    (b) **(i)** Only North East and North West shaded or coloured in. **[1]**

        (ii) 3 **[1]**

        (iii) Decreases are in the North and largest increases are all in the South.
Either or both for the mark. **[1]**

    (c) **(i)** Highest – London £520 = 1 mark
Lowest – North East £350 = 1 mark **[2]**

        (ii) £170 (clearly intended) **[1]**

    (d) It is attracting people to migrate or similar. **[1]**

[Total: 8 marks]

4   **(a)**   Central Business District   **[1]**

     (b)   Large stores/big shops e.g. department stores/walk around shops, national chain shops/proper names of some of these.
Goods are mainly comparison/non-convenience goods (however expressed). Examples of typical goods that can be bought (e.g. clothes, music etc.)
Shops with greater choice of goods within them.

        Two answers along the lines suggested; mark (i) and (ii) together.   **[2]**

     (c)   For 2 – corner shops or line of shops along a road or small shopping area/only a few shops.
For 3 and 4 – small shopping centre/parade of shops, line of shops along a main road.

        2 at 1 mark. In most cases they will be different, but it is possible for them to be the same.

      [2]

     (d)   Answers can be from point of view of shoppers or shopkeepers, planners or environmentalists.
Possible advantage – easy to reach by car, free and easy parking, more space for the shops etc. (Don't allow cheaper prices of goods.)
Possible disadvantage – take away countryside, more difficult to reach by public transport, increasing road congestion, increasing air pollution etc.

        2 at 1 mark   **[2]**

                                   [Total: 7 marks]

5 **(a)** **(i)** Glasses/spectacles/jewellery **[1]**

(ii) Parking problems, difficult access for delivery trucks, high density of buildings, old buildings needing conversions/maintenance, conflicts with residential use.
Two problems along these lines, or one well developed (which is likely to touch upon a second). **[2]**

(b) **(i)** Software/computer equipment. **[1]**

(ii) Buildings in C are:
more modern.
made of concrete and glass rather than bricks.
larger and purpose-built.
individual/separate buildings instead of being attached together in a street.

Two ways mentioned along these lines, or one way well developed in a two- sided manner.
Opposites for the same way placed under 1 and 2 without any development = 1 mark.

[2]

(c) Better, more modern environment, pleasant location next to the canal, some signs of greenery to be seen in photo C. Also lower density, and more open space than in B. Buildings are also larger.
One point made with elaboration/quoted evidence for what can be seen, or two separate points along the lines suggested.

[2]

[Total: 8 marks]

6 **(a)** All three accurately plotted = 2 marks
One or two accurately plotted = 1 mark **[2]**

(b) Possible reasons − loss of habitats; loss of valuable plants; reducing biodiversity
(however expressed); leads to soil erosion; contributes to global warming; reduces oxygen levels... and others.
Either two separate reasons, or one reason elaborated upon (which will often include what can be considered to be a reference to a second reason). **[2]**

(c) **(i) and (ii)**

In 1997 there was a big reduction compared with the previous year, but in 2002 the area destroyed had almost gone back to where it had been, after several years of lower levels of destruction.
A full written answer can gain both marks, but a more likely route to both marks is a statement supported by use of a value/values from the graph.
[2]

(d) **(i)** 16 squares marked off within the tropical rain forest part of the graph.
[1]

(ii) Cutting down timber for sale. **[1]**

(iii) Cattle ranching is the obvious answer, but mention of any tropical or sub- tropical crop is acceptable e.g. rubber, bananas, soya beans. **[1]**

[Total: 9 marks]

[Overall total: 50 marks]

Mark Scheme 1086/01
June 2005

1　　It is important that Examiners make a careful written note of all changes and additions to the mark scheme. These should include those given initially by Team Leaders and others which result from questions arising during the meeting.

2　　Examiners must adhere to the principles of the agreed mark scheme. However, it should not be seen **as a straitjacket.** It covers many possibilities but credit other answers which show geographical merit within the general principles. The frequent use of 'etc' aims to signify the mark scheme is **not exhaustive.** The ideas presented provide guidelines but you will find candidates put forward **other ideas and you should decide if they are worth crediting.** Make a note of additional answers which you accept in order to achieve consistency. If you are uncertain check by telephone with your Team Leader.

3　　The language of the mark scheme is directed at Examiners. Candidates will often use different language to express the same idea which is perfectly acceptable. Do not look for a copy of the words used in the mark scheme.

MECHANICS OF MARKING

1　　Marks given should be clearly indicated by ticks at the point which earns the mark (i.e. on or very close to a key word or at the end of a phrase or sentence which is bracketed).

　　　　One tick = one mark. Annotated where necessary.

2　　Please ask your checker to check that your ticks and marks do tally. Checkers should show evidence of checking the following aspects by the use of pencil ticks.

Ticks	Addition
Sub-totals	Final total
Transfer to front	Transfer to MS2
Judgement of QWC	

3　　A major difficulty is often caused by those answers which are vague and considered by Examiners to be not quite worth a mark. Avoid using half marks although two or more such statements in a question worth two or more marks can be bracketed together and given a mark. It is useful to the Team Leader if Examiners indicate answers which are not quite worth a mark by using and agreed symbol (e.g. an insert symbol).

4　　Sections of work which are wrong should be marked incorrect by using a cross. Sections which are irrelevant should be struck through with a red line along with the letter I/R. Any written comments relating to why particular answers have not been credited may be useful in the case of appeals made by Centres.

5   The following aspects of marking will be referred to in the co-ordination meeting:

         Development marks
         Reserve marks
         Example marks
         Maximum for 2 components in sub-section
         Quality of written communication
         Rubric
         Examiner's report

6   Take your time over the marking. Many parts are not easy to mark.

1   **(a)**   **(i)**   Pastoral farming/grazing/sheep farming/grassland/hill
farming.   **[1]**

             (ii)   On sketch.

All 3 correct = 2 marks

1 or 2 correct = 1 mark   **[2]**

             (iii)   Ideas such as:
soils are infertile;
rainfall is heavy;
temperatures are cold;
slopes are too steep for cultivation/mechanisation;
winding/narrow roads;
High surface run off;
Short growing season;
Soil washed from slopes etc.

3 at 1 mark   **[3]**

       (b)   **(i)**   Producing food for self/family/tribe.   **[1]**

             (ii)   Ideas such as:
population pressure/lack of land for large populations;
traditional inheritance systems/land shared between members of large
families;
larger amounts of land used by commercial farmers/plantations,
unable to afford to buy/rent larger plot;
work by hand therefore can only cultivate small plot.

2 at 1 mark   **[2]**

             (iii)   Jobs such as:
Ploughing;
 Irrigation/flooding the terraces/watering;
Weeding;
Harvesting/gathering crops;
Adding manure;
Planting;
Spraying etc.

3 at 1 mark   **[3]**

             (iv)   Ideas such as;
lack of money to buy machines;
difficulty of using machines on small plots;
lack of availability of technology;
steep slopes - hard to use machines;
can't afford to buy fuel/maintain machines etc.

2 at 1 mark   **[2]**

(c)   **Level 1 (1-2 marks)**
Simple statements describing how farming has changed.
e.g. using more machines; getting better outputs/profit; farms more/less land;
organic farming; using more chemicals etc.

Level 2 (3-4 marks)
More specific statements describing how farming has changed.
e.g. using larger harvesting machines; getting better outputs/profit by using
more fertilizers; farms more land which is on reclaimed wetlands; leaving
some fields empty and allowing natural vegetation to grow back; organic
farming using natural manure rather than artificial fertilizer; growing more
cereals and keeping less cattle for milk etc.

Level 3 (5 marks)
Uses named example (e.g. East Anglia).
Detailed and accurate place specific statements (no need to be exhaustive).
e.g. using larger harvesting machines; getting better outputs/profit by using
more fertilizers; farms more land on reclaimed areas alongside the River
Waveney; taking land out of production; using set aside policies; organic
farming using natural manure rather than artificial fertilizer; growing more
cereals to benefit from subsidies offered by EU etc.

If no valid example used = L2 (3 marks)

[5]

TOTAL [19]

2   **(a)**   **(i)**   It had increased/gone up.
                            to 14.7C/by 1.3C (Allow 14.65 to 14.75/by 1.25 to 1.35);
                            particularly rapidly since 1980.
                            in an irregular manner etc.

                            2 at 1 mark   **[2]**

                (ii)   The higher the concentration of carbon dioxide the higher the temperature/positive correlation.   **[1]**
                (iii)   Coal/oil/natural gas/lignite/petrol/diesel etc.   **[1]**
                (iv)   The following labels should be correctly placed on the diagram:
                            Carbon dioxide and other greenhouse gases form a layer in the atmosphere.
                            The sun`s rays can pass through the layer of greenhouse gases.
                            The heat is trapped and reflected by the greenhouse gases.

                            3 marks if all positioned correctly - 1 for each label correctly positioned
                            2 marks if correct labels chosen but incorrectly positioned
                            1 mark if 2 labels correctly chosen but incorrectly positioned   **[3]**

        (b)   **(i)**   2.4C (or above)   **[1]**
                (ii)   Ideas such as:
                            Farmers who will be able to obtain higher yields of particular crops/grow crops which would not be possible in the UK otherwise;
                            People involved in tourism who may gain more trade from people visiting UK resorts;
                            Holiday makers who can enjoy sunshine/high temperatures in UK rather than having to travel abroad for holidays;
                            Residents who may have to pay reduced heating bills etc.

                            For each example credit 1 mark for example and one for reasoning.   **[4]**

        (c)   People who live in the Maldives: their homes/land may be flooded/more frequent storms
                            People who live in the Swiss Alps: the skiing season could be shortened/threat of more avalanches

                            2 at 1 mark   **[2]**

        (d)   **Level 1 (1-2 marks)**
                            Simple statements describing the effects of deforestation on the local environment and/or people.
                            e.g. kills animals; causes floods; washes soil away; makes the land bare; loss of resources for local people; releases carbon dioxide; global warming etc.

                            Level 2 (3-4 marks)
                            More specific statements describing the effects of deforestation on the local environment and /or people.
                            e.g. kills animals threatening species with extinction; impacts on food chain; loss of habitat; reduces interception increasing run off; causes floods as soil is washed into rivers; reduces soil fertility; burning trees/less photosynthesis increases carbon dioxide levels etc.

Level 3 (5 marks)
Uses named example (e.g. Amazonia).
Detailed and accurate place specific statements (no need to be exhaustive).
e.g. 1000s of species in the state of Mato Grosso are threatened with
extinction; impacts on food chain; loss of habitat in marshy areas alongside
river Amazon; reduces interception increasing run off; causes floods as soil is
washed into river Amazon and its tributaries; reduces soil fertility; loss of
home lands/resources of tribes such as Erigbaagtsa, etc.

If no valid example used = L2 (3 marks)

[5]

TOTAL [19]

3   **(a)**   **(i)**   755608.   **[1]**

                       (ii)   Thorplands……………NE.
Nene Valley…………..3 to 4 km.

2 at 1 mark   **[2]**

                       (iii)   Ideas such as:
            in Thorplands they are curved/St Crispin straight.
            in Thorplands many dead ends/St Crispin they all interlink.
            in Thorplands haphazard pattern/St Crispin gridiron pattern.
            In Thorplands roads more widely spaced/St Crispin tight and
            compact etc.

2 at 1   **[2]**

       (b)   **(i)**   Graph completion.   **[1]**
                      (ii)   Graph completion.   **[1]**
                      (iii)   Graph completion.   **[1]**

       (c)   **(i)**   Nene valley = N.
                                 St Crispin   = M.
                                 Thorplands = O.

All 3 correct = 2 marks   **[2]**

                      (ii)   Explanation needs to be linked with correct housing area:
                                 E.g. Photograph M was taken in St Crispin as:
- The houses are terraced.
- The area looks to be one where car ownership is low.
- The houses appear relatively small.
- The roads are straight/right angles to each other.
- It looks like an old/Victorian area etc.

3 at 1 mark   **[3]**

       (d)   **(i)**   7757, 7758, 7857, 7858, 7658, 7759, 7859   **[1]**

                      (ii)   **Level 1 (1-2 marks)**
                                 Simple statements which attempts to explain location.
                                 e.g. there are good roads; where there is lots of space; not too near to
                                 houses; near to the motorway; alongside a railway line; near a main
                                 road; near the A45; near canal/river etc.

                                 Level 2 (3-4 marks)
                                 More specific statements which develop an idea.
                                 e.g. there are good roads for transporting materials/products; where
                                 there is lots of space to expand/build large warehouses/factories and
                                 for parking; not too near to houses so there are less likely to be
                                 complaints of noise/traffic; near to the motorway for rapid transport
                                 elsewhere in the country; alongside a railway line for transport of bulky
                                 materials; near river for cooling water; workforce available in local
                                 town etc.

Level 3 (5 marks)
More specific statements which develop an idea tied to map evidence. e.g. The A45 ring road can be used for transporting materials/products to the motorway junction; at a height of 50 metres where land is low and flat for easier construction of buildings; far enough away from houses in Northampton to avoid problems with noise, yet available workers not too far away in suburbs such as Wooton, and Blacky More etc.

[5]

TOTAL [19]

Assessment of quality of written communication

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (e.g. case studies) are likely to be most useful in your assessment.

0   Candidates makes little attempt throughout the paper to communicate in written form.

1   Candidate communicates clearly by writing brief, simplistic terms in some answers.

2   Candidate generally communicates effectively, using specialist terms in some answers.

3   Candidates communicates effectively throughout and uses specialist terms where appropriate.

Mark Scheme 1086/02
June 2005

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        Examiner's report

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Marking case studies on 1086/02

Case study answers are credited at three levels:

Level 1: Statements which include **limited detail**
1 limited detail or simple statement = 1 mark (L1)
2 limited detail or simple statements = 2 mark (L1)
3 limited detail or simple statements = 3 mark (L1)

Level 2: **more developed** statements
1 more developed statement = 4 marks (L2)
2 more developed statement = 5 marks (L2)
3 more developed statement = 6 marks (L2)

Level 3: must be **place specific** with a named and located example
But named example by itself does not make an answer level 3
Answer must be **comprehensive** and **accurate**
1 or more statements which make the answer comprehensive, accurate and place specific = 7 marks (L3)

To be comprehensive an answer must include either three different ideas or must answer all parts of the question (e.g. human and natural consequences).
A guide to whether an answer is place specific is to cover up or ignore the named example and see if the remainder of the answer informs you where it is about.
To reach L3 only one statement needs to be place specific.
Occasionally the case study may refer to a natural feature. A Level 3 answer must then be **process** specific.

1   **(a)**   **(i)**   Faster on outside, concave / slower on inside, convex.
                             Faster near surface / away from bed.
                             Faster away from banks / channel/sides.
                             <u>Use</u> of figures – e.g. 3 times faster at outside than by inside bank.
                             No double credit: faster/slower   **[3]**

        (ii)   Deposition on inside / convex bank.
                             Erosion on outside / concave bank.
                             Need both erosion and deposition.
                             Deposition where velocity is lower/erosion where velocity is higher **[1]**

        (iii)   Slower – less energy so deposits load,

                             Faster – more energy to erode;
                                     carries load which assists erosion / corrasion;
                                     hydraulic action of turbulent water.
                             Speed/velocity of river affects the amount of energy.
                             2 max on energy
                             ✓ d   ✓ e
                             1 reserve for d/e   **[3]**

   (b)   Harder rock layer in course of river.
                   Softer rock downstream worn away.
                   Undercutting of harder rock.
                   Overhang / unsupported rock layer.
                   Rock collapses / broken off.
                   Cavitation in plunge pool/material swirled round.
                   Waterfall retreats upstream.
                   Erosion processes - corrasion/corrosion/hydraulic - 1 max.

                   Diagram may be a sketch of photograph A or a cross-section.
                   Credit information on diagram or in text.
                   No labelled diagram = 4 marks maximum.   **[5]**

   (c)   **Level 1 (1 – 3 marks)**
                   Statements including limited detail which describe the causes of flooding.
                   e.g. heavy rain; thunderstorms; ground already saturated; impermeable rock;
                   small catchment area; etc.

                   Level 2 (4 – 6 marks)
                   More developed statements which describe the causes.
                   e.g. over 200mm of rain in 14 hours; heavy rain for 12 out of 14 days;
                   quick surface run-off due to ground being saturated; no rain could soak in
                   ground because of impermeable rocks; narrow, steep sided valley so rain
                   soon collected in rivers; etc.

                   Level 3 (7 marks)
                   Uses named example such as R. Lyn in Devon (or Boscastle, Cornwall).
                   Comprehensive and place specific statements.
                   Must contain 3 level 2 statements and be place specific. 3 different strands.
                   e.g. heavy rainfall over Exmoor within the catchment area of the West Lyn
                   rivers; (possibly partially caused by cloud seeding)
                   Bridges in Lynmouth trapped boulders and trees creating temporary dams
                   which broke to create a 'tidal wave';
                   River Lyn had been diverted and its channel made narrower to build more
                   hotels in Lynmouth; etc.

No named example = level 2 maximum. 6 marks.
LEDC example = L2 (4 marks) maximum.   **[7]**

                                                    Total [19]

2   **(a)**   King Street: D.

Mosley Street: C.   **[1]**

Canal Street: E.

    (b)   **(i)**   West.   **[1]**

               (ii)   King St West is pedestrianised/footpath/no traffic; King St East is not pedestrianised/traffic   **[1]**

    (c)   **(i)**   Modern apartments / buildings.

Pleasant / improved environment/nice view/river/greenery/quiet

Near to work / reduces travelling time.

Near to nightlife / city centre shops.

Fashionable / much new building going on.

Near station

Access to CBD - main road/buses

1 max - 'near to'   **[4]**

               (ii)   Ideas such as:

demolition of old houses/redevelopment

gentrification of old residential areas/modernisation

location of new industries in development areas;

building new shopping/leisure centres/school:

conversion of old buildings into luxury flats;

creation of new parkland/clean up river to improve environment;

addressing social issues such as crime/vandalism/litter/ through community or more policing; security cameras, neighbourhood watch - to 2 max etc

Reduction in noise/air pollution from factories - e.g. legislation, filters etc.

Traffic reduction/calming - road humps, cycle lanes, congestion charge, extra bus stops etc - to 2 max

Car permits for residents   **[5]**

    (c)   **Level 1 (1 – 3 marks)**

Statements including limited detail which describe advantages and/or disadvantages for shoppers.

e.g. easy to get to by car / not easy to get to without a car; lots of shops together; all undercover; no danger from cars; security guards;

shops open long hours; free parking; plenty of parking

gangs hang around; impersonal; large so a long distance to walk; etc.

Level 2 (4 – 6 marks)

More developed statements which describe advantages and/or disadvantages.

e.g. variety of shops selling different goods; shopping is unaffected by weather as undercover; traffic-free so less danger of accidents; accessible near to motorway junction; attractions for children whilst adults shop; open late in the evening so can go after finish work;

all shopping centres are similar, no older buildings; difficult to get to if no car because away from focus of routes; long traffic queues on routes to shopping centre at peak times; threatening because groups hang around, protected from weather; parking guaranteed with access to shops etc.

Level 3 (7 marks)

Uses named example such as Trafford Centre, Manchester.

Comprehensive i.e. needs link to CBD and place specific statements.

Must contain 3 level 2 statements and be place specific/make link to CBD

Need reference to both advantages and disadvantages.
e.g. direct motorway access from junctions 9 and 10 of M60;
contains major shops such as Selfridges;
over 400 different shops and 6 large car parks – all undercover; etc.

No named example = level 2 maximum 6 marks   **[7]**

Total [19]

3   **(a)**   **(i)**   products are sold/for profit.   **[1]**
              (ii) produce for own consumption/consumed by farmer/family/tribe   **[1]**

   (b)   J is used for pastoral grass farming / K is arable / crops
            J is grazing/sheep farming/grassland - K is rice.
            J is extensive – K is intensive / J - large fields   K - small fields
            J - farmhouse   K - no farmhouse
            2 at 1 mark   **[2]**

   (c)   **(i)**   Ideas such as:
                    soils are infertile/thin/acidic so crops will not grow;
                    waterlogged soils due to run-off;
                    rainfall is too heavy for growth of crops ;
                    temperatures are too cold for crops to ripen;
                    warm summers/abundant rainfall are good for grass;
                    slopes are too steep for cultivation;
                    sheep are hardy enough to withstand conditions;
                    Flatter land used for crops/improved pasture/easier for
                    machines
            4 at 1 mark or development   **[4]**

        (ii) Ideas such as:
                    Money invested to buy seeds/ no money reinvested
                    Most work done by hand/family labour/no machines
                    May use simple ploughing machines/animal power/little
                    machinery
                    No/small amounts of chemical fertilizers/pesticides may be
                    used/manure
                    Payments made (in kind) for rental of land etc.

            4 at 1 mark or development   **[4]**

   (d)   **Level 1 (1-3 marks)**
            Statements including limited detail describing how farming has changed.
            e.g. using more machines, getting better outputs/profit, farms more/less land,
            organic farming, using more chemicals etc.

            Level 2 (4-6 marks)
            More developed statements describing how farming has changed.
            e.g. using larger harvesting machines; getting better outputs/profit by using
            more fertilizers; farms more land due to reclamation of wetlands; leaving
            some fields empty and allowing natural vegetation to grow back; organic
            farming using natural manure rather than artificial fertilizer; growing more
            cereals and keeping less cattle for milk etc.

Level 3 (7 marks)
Uses named example (e.g. East Anglia).
Comprehensive and accurate place specific statements with reference to EU policy. Need 2 from EU policy, place specific, change.
e.g. using larger harvesting machines; getting better outputs/profit by using more fertilizers; farms more land due to reclamation of areas alongside the River Waveney; taking land out of production due to set aside; organic farming using natural manure rather than artificial fertilizer; growing more cereals due to subsidies offered by EU etc.

No named example = Level 2 maximum 6 marks
Non - EU example = Level 2 maximum 4 marks   **[7]**
                                                                    TOTAL [19]

4   **(a)**   **(i)**   It had increased/gone up;
                             particularly rapidly since 1980;
                             in an irregular manner / gone up and down / fluctuated
              1 mark for two accurate figures: 13.4 to 14.6/14.7, increase by 1.2/1.3   **[2]**

              (ii)   The higher the concentration of carbon dioxide the higher the temperature/positive correlation;
                             however the correlation is not perfect;
                             e.g. the rise in temperature in 1940s was not accompanied by an equivalent rise in carbon dioxide etc.
                             CO_2 increases at constant rate, temperature increases irregularly
              3 at 1 mark   **[3]**

              (iii)   Ideas such as :
                             increased use of fossil fuels/coal/oil/natural gas;
                             exhaust fumes in transport (cars) /factories / industry/power stations;
                             greater demand for electricity;
                             growing population;
                             use of electrical appliances
                             deforestation - less trees to absorb CO_2
                             burning trees
              3 at 1 mark   **[3]**

       (b)   Ideas such as:
              Carbon dioxide/ greenhouse gases form a layer/blanket/barrier in the atmosphere;
              The sun's rays can pass through the layer of greenhouse gases/short-wave radiation
              Earth's surface heated by sun's rays
              Heat radiated from the earth;
              The heat is trapped/absorbed by the greenhouse gases;
              4 at 1 mark   **[4]**

       (c)   **Level 1 (1-3 marks)**
              Statements including limited detail describing the effects of deforestation on the local people and/or natural environment
              e.g. kills animals; causes floods; washes soil away; makes the land bare; loss of habitat etc.

Level 2 (4-6 marks)
More developed statements which describe the effects of deforestation on the local people and/or natural environment
e.g. kills animals threatening species with extinction; impacts on food chain; reduces interception increasing run off; causes floods as soil is washed into rivers; reduces soil fertility; etc.

Level 3 (7 marks)
Uses named example (e.g. Amazonia).
Comprehensive and accurate place specific statements. 3 different strands
e.g. 1000s of species in the state of Mata Grosso are threatened with extinction; impacts on food chain; loss of habitat in marshy areas alongside river Amazon; reduces interception increasing run off; causes floods as soil is washed into river Amazon and its tributaries; reduces soil fertility etc.
No named example = Level 2 max 6 marks   **[7]**

Total [19]

5 (a)   (i)   Nene Valley = N
                     St Crispin   = M
                     Thorplands = O
            All 3 correct = 2 marks
            1 or 2 correct = 1 mark   **[2]**

(ii)   Explanation needs to be linked with correct housing area:
            E.g. Photograph M was taken in St Crispin as:
            • The houses are terraced
            • The area looks to be one where car ownership is low
            • The houses appear relatively small
            • It looks like an old/Victorian area etc.
            3 at 1 mark, 1 max on house: cheap/terraced/small/old   **[3]**

(b)   (i)   6 km (allow 5.75 to 6.25) or 3.7mi (3.6 - 3.8)   **[1]**

(ii)   North East   **[1]**

(iii)   Ideas such as:
            in Thorplands they are curved/St Crispin straight
            in Thorplands many dead ends/cul-de-sacs/St Crispin they all interlink
            in Thorplands haphazard pattern/estates/St Crispin gridiron pattern
            in Thorplands lower density/fewer roads etc
            3 at 1 mark   **[3]**

(iv)   Attractions such as:
                 proximity to motorway/main (A) roads
                 not too far to travel to centre of Northampton for work/shops/entertainment etc;
                 country park;
                 woodland area;
                 close to canal/river/canal walk/lake
                 edge of town/near countryside
                 golf course
                 3 at 1 mark   **[3]**

(c)   **Level 1 (1-2 marks)**
Statements including limited detail which attempt to explain location.
e.g. there are good roads; where there is lots of space; not too near to houses; near to the motorway; alongside a railway line etc.

Level 2 (3-4 marks)
More specific statements which develop an idea.
e.g. there are good roads for transporting materials/products; where there is a lot of space to expand/build large warehouses/factories and for parking; not too near to houses so there are less likely to be complaints of noise/traffic; near to the motorway for rapid transport elsewhere in the country; alongside a railway line for transport of bulky materials etc.

Level 3 (5-6 marks)
More specific statements which develop an idea tied to map evidence.
e.g. The A45 ring road can be used for transporting materials/products to the motorway junction; at a height of 50 metres where land is low and flat for easier construction of buildings; far enough away from houses in Northampton to avoid problems with noise, yet available workers not too far away; in suburbs such as Wooton, and Blacky More etc.

[6]

Total [19]

Assessment of quality of written communication

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (e.g. case studies) are likely to be most useful in your assessment.

0   Candidate makes little attempt throughout the paper to communicate in written form.

1   Candidate communicates clearly by writing brief, simplistic statements, using everyday language.

2   Candidate generally communicates effectively, using specialist terms in some answers.

3   Candidates communicate effectively throughout and use specialist terms where appropriate.

Mark Scheme 1986/01
June 2005

1. It is important that Examiners make a careful written note of all changes and additions to the mark scheme. These should include those given initially by Team Leaders and others which result from questions arising during the meeting.

2. Examiners must adhere to the principles of the agreed mark scheme. However, it should not be seen **as a straitjacket.** It covers many possibilities but credit other answers which show geographical merit within the general principles. The frequent use of 'etc' aims to signify the mark scheme is **not exhaustive.** The ideas presented provide guidelines but you will find candidates put forward **other ideas and you should decide if they are worth crediting.** Make a note of additional answers which you accept in order to achieve consistency. If you are uncertain check by telephone with your Team Leader.

3. The language of the mark scheme is directed at Examiners. Candidates will often use different language to express the same idea which is perfectly acceptable. Do not look for a copy of the words used in the mark scheme.

MECHANICS OF MARKING

1   Marks given should be clearly indicated by ticks at the point which earns the mark (i.e. on or very close to a key word or at the end of a phrase or sentence which is bracketed).

   One tick = one mark. Annotated where necessary.

2   Please ask your checker to check that your ticks and marks do tally. Checkers should show evidence of checking the following aspects by the use of pencil ticks.

Ticks	Addition
Sub-totals	Final total
Transfer to front	Transfer to MS2
Judgement of QWC	

6   A major difficulty is often caused by those answers which are vague and considered by Examiners to be not quite worth a mark. Avoid using half marks although two or more such statements in a question worth two or more marks can be bracketed together and given a mark. It is useful to the Team Leader if Examiners indicate answers which are not quite worth a mark by using and agreed symbol (e.g. an insert symbol).

7   Sections of work which are wrong should be marked incorrect by using a cross. Sections which are irrelevant should be struck through with a red line along with the letter I/R. Any written comments relating to why particular answers have not been credited may be useful in the case of appeals made by Centres.

8   The following aspects of marking will be referred to in the co-ordination meeting:
    Development marks
    Reserve marks
    Example marks
    Maximum for 2 components in sub-section
    Quality of written communication
    Rubric
    Examiner's report

6   Take your time over the marking. Many parts are not easy to mark.

1 **(a)** **(i)** Completed on Fig 1a. **[1]**

(ii) Shaded on Fig 1a. **[1]**

(iii) Outside / top / away from bed or banks/right hand side/
deepest etc. **[1]**

(iv) Least friction / not slowed down by contact with river channel/outside
bend of meander/further to travel etc.
NB Reason must link with statement made in part (iii) **[1]**

(v) Labels added on Fig 1a. **[1]**

(vi) Slower flow – deposition;
Faster flow - erosion . **[2]**

(b) **(i)** Arrows labelled on Fig 1b. **[2]**

(ii) Erosion;
Harder rock overlying softer rock;
Undercutting of harder rock/soft rock worn more/overhang /
unsupported rock layer;
Rock collapses / broken off.

Credit on diagram or in text
2 marks max if no diagram **[3]**

(c) e.g. Mississippi.

(i) Heavy rain/rained for long period of time;
Storms.
Ground became saturated.
Rapid surface run-off.
Snow melt.
Urbanisation.
Deforestation.
Impermeable rocks etc. **[2]**

(ii) **Level 1 (1 – 2 marks)**
Simple statements which describe the effects of flooding.
e.g. people die; farmland was ruined; buildings damaged etc.

Level 2 (3 – 4 marks)
More specific statements which describe the effects.
e.g. 28 people died; people lost their homes; people drowned; bridges
collapsed etc.

Level 3 (5 marks)
Refers to named example such as River Mississippi.
Detailed and accurate place specific statements.
Must contain 2 level 2 statements and be place specific.
e.g. St Louis was the worst affected city; flooding particularly bad in
Iowa, Missouri and Illinois;

No valid example = level 2 maximum (3 marks) **[5]**

Total: [19]

2 **(a)** **(i)** 150,000. **[1]**

(ii) Graph completion. **[1]**

(iii) A lot of people in older age groups / a lot of old people;
Fat / wide top of pyramid / wide apex;
Many people live to 85+ etc. **[1]**

(iv) Good medical facilities / treatment/care/health services;
Good standard of hygiene/sanitation;
Healthy diet/more food;
Safe working environment;
more state support/unemployment benefits;
Healthy lifestyle;
Clean water;
Education about diet/health;
Care/support for older people/pensions/old peoples homes (to max 2)
Good supply of doctors/hospitals/nurses/drugs/clinics/medicines (to max 2)
Less incidence of disease/AIDS/water borne diseases (to max 2)etc
[3]

(v) More old people need looking after.
Increase in demand for hospitals / medical care.
Demand for more residential homes.
Leisure / entertainment aimed at older generation.
Later retirement age.
Demand for specific services such as meals on wheels.
Burden on economy leads to increased taxes.
Pensions shortfall.
Power of grey vote.
Reduction in birth rate.
Smaller economically active workforce, etc. **[2]**

(b) **(i)** Working population / people of an age to work. **[1]**

(ii) Norway………..Lesotho. **[1]**

(iii) Wide base. **[1]**

(iv) Few family planning clinics.
Contraception not widely available.
Early marriage.
Little family planning education/lack of awareness of contraception.
Low status of women.
Children are wage earners.
High infant mortality rate.
No government policy on birth control.
Tradition/culture.
Religion.
Work on farms/in homes/look after siblings.
Look after them in old age.
Lack of money for abortions etc. **[3]**

(c) **Level 1 (1 – 2 marks)**
Simple statements to describe attempts to change (decrease or increase) the birth rate.
e.g. more birth control; educate women; improve health care; introduce laws to stop families having too many children; make people use contraceptives etc.

Level 2 (3 – 4 marks)
More specific statements which describe the attempts.
e.g. one child policy; illegal to have more than one child; free education for single child in family; loss of benefits for other children;
forced abortions and sterilisation; promoting the benefits of birth control; educate women so that they can have a career; provide free contraceptives etc.

Level 3 (5 marks)
Refers to named country such as China.
Detailed and accurate place specific statements.
Must contain 2 level 2 statements and be place specific.
e.g. women must be 20 before they can marry and men must be 22; couples must get permission to marry and have children; family planning clinics are set up in works and factories; etc.

No valid example = level 2 maximum (3 marks).

[5]

Total [19]

3 **(a)** **(i)** Pastoral/grazing/sheep/grassland/animals/hill farming etc.

[1]

(ii) On sketch.

All 3 correct = 2 marks

1 or 2 correct = 1 mark **[2]**

(iii) Ideas such as:
soils are infertile;
rainfall is heavy;
temperatures are cold;
slopes are too steep for cultivation/mechanisation/not enough flatland for crops
distance from market/isolated
winding/narrow roads
strong winds
lots of snow
rapid surface run-off
soil erosion etc.

3 at 1 mark **[3]**

(b) **(i)** Producing food for self/family/tribe/own needs etc. **[1]**

(ii) Ideas such as:
population pressure/lack of land for large populations;
traditional inheritance systems/land shared between members of large families;
larger amounts of land used by commercial farmers/plantations;
unable to afford to buy/rent larger plot/only afford small area;
Lack of machinery therefore can only cope with small area etc.

2 at 1 mark **[2]**

(iii) Jobs such as:
Ploughing;
Irrigation/flooding the terraces/watering;
Weeding;
Harvesting;
Planting;
Transplanting;
Adding manure/fertiliser;
Spraying pesticides;
Repairing bunds etc.

3 at 1 mark **[3]**

(iv) Ideas such as:
lack of money;
small plots;
lack of availability of technology ;
steep slopes;
cost of maintenance/fuel etc.

2 at 1 mark **[2]**

(c)   **Level 1 (1-2 marks)**
Simple statements describing how farming has changed.
e.g. using more machines, getting better outputs/profit, farms more/less land,
organic farming, using more chemicals/fertiliser etc.

Level 2 (3-4 marks)
More specific statements describing how farming has changed.
e.g. using larger harvesting machines getting better outputs/profit by using
more fertilizers, farms more land which is on reclaimed wetlands, leaving
some fields empty and allowing natural vegetation to grow back, organic
farming using natural manure rather than artificial fertilizer, growing more
cereals and keeping less cattle for milk etc.

Level 3 (5 marks)
Uses named example (e.g. East Anglia).
Detailed and accurate place specific statements (no need to be exhaustive).
e.g. using larger harvesting machines, getting better outputs/profit by using
more fertilizers, farms more land on reclaimed areas alongside the River
Waveney, taking land out of production; using set aside policies, organic
farming using natural manure rather than artificial fertilizer, growing more
cereals to benefit from subsidies offered by EU etc.

[5]

TOTAL [19]

4 **(a)** **(i)** On Fig. 4 **[1]**

(ii) On Fig. 4 2 at 1 mark **[2]**

(b) **(i)** **Harbours** – oil, litter, waste from boats etc.
Industrial areas –chemicals, sewage, waste from factories etc.
Built up areas – sewage; run off from roads; domestic waste; litter etc.

3 at 1 mark for three different sources
of water pollution. **[3]**

(ii) **A: the tourist industry.**
Less tourists will visit the area/tourists will be put off; as a result of polluted beaches/dead birds/fish etc.; loss of income/business; the reputation of the area will suffer etc.

B: Wildlife in the Forth of Forth.
Death/oiling of sea birds/fish etc.; which could endanger species; or have adverse impacts on food chains etc.

4 at 1 mark with maximum of three marks
on each section **[4]**

(c) **(i)** Using a resource now without damaging it for future generations. **[1]**

(ii) Ideas such as:
Legislation/fines for polluters;
Better treatment of waste in factories etc.;
Improve monitoring/enforcement;
Treatment of sewage/use on farmland;
Recycling of industrial waste;
Burning waste;
Putting waste in landfill sites;
Put rubbish bins on harbour side;
Put notices on harbour side about keeping it tidy etc.

3 at 1 mark **[3]**

(d)   **Level 1 (1-2 marks)**
Simple statements describing the effects of deforestation on the environment and /or people.
e.g. kills animals, causes floods, washes soil away, makes the land bare etc.

Level 2 (3-4 marks)
More specific statements describing the effects of deforestation on the environment and/or people.
e.g. kills animals threatening species with extinction; impacts on food chain; loss of habitat; reduces interception increasing run off; causes floods as soil is washed into rivers; reduces soil fertility; destroys hunting grounds of tribal groups etc.)

Level 3 (5 marks)
Uses named example (e.g. Amazonia).
Detailed and accurate place specific statements (no need to be exhaustive).
e.g. 1000s of species in the state of Mato Grosso are threatened with extinction; impacts on food chain; loss of habitat in marshy areas alongside river Amazon; reduces interception increasing run off; causes floods as soil is washed into river Amazon and its tributaries; reduces soil fertility; destroys hunting grounds of Erigbaagtsa tribe etc.

[5]

TOTAL [19]

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1   Candidate is able to communicate in written form, though the message is not always clear.

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3   Candidate generally communicates effectively, using specialist terms in some answers.

4   Candidate communicates effectively throughout and uses specialist terms where appropriate.

Mark Scheme 1986/02
June 2005

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        Reserve marks
        Example marks
        Maximum for 2 components in sub-section
        Quality of written communication
        Rubric
        Examiner's report

6   Take your time over the marking. Many parts are not easy to mark.

Marking case studies on 1986/02

Case study answers are credited at three levels:

Level 1: Statements which include **limited detail**
1 limited detail or simple statement = 1 mark (L1)
2 limited detail or simple statements = 2 mark (L1)
3 limited detail or simple statements = 3 mark (L1)

Level 2: **more developed** statements
1 more developed statement = 4 marks (L2)
2 more developed statement = 5 marks (L2)
3 more developed statement = 6 marks (L2)

Level 3: must be **place specific** with a named and located example
But named example by itself does not make an answer level 3
Answer must be **comprehensive** and **accurate**
1 or more statements which make the answer comprehensive, accurate and place specific =
7 marks (L3)

To be comprehensive an answer must include either three different ideas or must answer all
parts of the question (e.g. human and natural consequences).
A guide to whether an answer is place specific is to cover up or ignore the named example
and see if the remainder of the answer informs you where it is about.
To reach L3 only one statement needs to be place specific.
Occasionally the case study may refer to a natural feature. A Level 3 answer must then be
process specific.

1   **(a)**   **(i)**   Faster on outside, concave / slower on inside, convex.
                   Faster near surface / away from bed.
                   Faster away from banks / channel/sides.
                   <u>Use</u> of figures – e.g. 3 times faster at outside than by inside bank.
                   No double credit: faster/slower   **[3]**

           (iv)   Deposition on inside / convex bank.
                   Erosion on outside / concave bank.
                   Need both erosion and deposition.
                   Deposition where velocity is lower/erosion where velocity is higher **[1]**

           (v)   Slower – less energy so deposits load,

                   Faster – more energy to erode;
                          carries load which assists erosion / corrasion;
                          hydraulic action of turbulent water.
                   Speed/velocity of river affects the amount of energy.
                   2 max on energy
                   ✓ d   ✓ e
                   1 reserve for d/e   **[3]**

    (d)   Harder rock layer in course of river.
           Softer rock downstream worn away.
           Undercutting of harder rock.
           Overhang / unsupported rock layer.
           Rock collapses / broken off.
           Cavitation in plunge pool/material swirled round.
           Waterfall retreats upstream/gorge
           Erosion processes - corrasion/corrosion/hydraulic - 1 max.

           Diagram may be a sketch of photograph A or a cross-section.
           Credit information on diagram or in text.
           No labelled diagram = 4 marks maximum.   **[5]**

    (e)   **Level 1 (1 – 3 marks)**
           Statements including limited detail which describe the causes of flooding.
           e.g. heavy rain; thunderstorms; ground already saturated; impermeable rock;
           small catchment area; etc.

           Level 2 (4 – 6 marks)
           More developed statements which describe the causes.
           e.g. over 200mm of rain in 14 hours; heavy rain for 12 out of 14 days;
           quick surface run-off due to ground being saturated; no rain could soak in
           ground because of impermeable rocks; narrow, steep sided valley so rain
           soon collected in rivers; etc.

           Level 3 (7 marks)
           Uses named example such as R. Lyn in Devon (or Boscastle, Cornwall).
           Comprehensive and place specific statements.
           Must contain 3 level 2 statements and be place specific. 3 different strands.
           e.g. heavy rainfall over Exmoor within the catchment area of the West Lyn
           rivers; (possibly partially caused by cloud seeding)
           Bridges in Lynmouth trapped boulders and trees creating temporary dams
           which broke to create a 'tidal wave';
           River Lyn had been diverted and its channel made narrower to build more
           hotels in Lynmouth; etc.

No named example = level 2 maximum. 6 marks.
LEDC example = L2 (4 marks) maximum.   **[7]**

Total [19]

2 **(a)** **(i)** Credit reference to effects such as:
clays/soil slipped/collapsed onto beach/into sea;
beach/wave cut platform covered by soil/clay/beach blocked off/destroyed/cut in half
reference to scale/large area;
fields/farmland/grasses/natural vegetation/bushes uprooted/destroyed;
house/hotel/large building threatened by collapse/undermined;
footpath/road destroyed etc;
damage to sea wall.

Single point marking   **[3]**

(ii) Ideas such as:
Rain would have soaked into/saturated;
Clays/bedrock would have been impermeable/water can't escape/builds up;
Lubrication from build up of water;
Increased weight cause landslip to occur;
Undercutting by marine action;
Sea wall is ineffective/partial/collapsed etc.

Single point marking   **[4]**

(b) **(i)** Ideas such as:
Water removed by drains/therefore lubrication/water build up will be less likely to occur;
Vegetation will help stabilise surface/roots hold the soils together/intercepts rain/slows down impact of rain;
Steel sheets will give added strength to cliff/helping prevent further landslips/prevent undercutting etc.

3 at 1 mark   **[3]**

(ii) Any other methods such as:
gabions;
beach replenishment;
revetments;
groynes;
rock armour/rip rap
sea wall etc.

2 at 1 mark (credit name or description)   **[2]**

(c) **Level 1 (1-3 marks)**
Statements including limited detail which describe coastal depositional features and/or attempt to explain their formation.
(e.g. sand spit, the materials are deposited by the waves, the sand is moved from further along the beach etc)

Level 2 (4-6 marks)
More developed statements which clearly describe any depositional feature or features and/or explain their formation.
e.g. sand spit described or shown by sketch map/diagram. Sand is moved along the beach by longshore drift; deposition occurs where water is sheltered/change in direction of coast; deposition of finer material to landward side of spit/formation of salt marshes; end of spit curved inwards by power of waves/currents etc.

Level 3 (7 marks)
Comprehensive and accurate specific statements. Needs to both describe and explain. Need labelled diagram.
e.g. sand spit at Spurn described or shown by sketch map/diagram. Sand is moved southwards along the beach by longshore drift; plentiful supply of material due to effects of hydraulic action on soft boulder clays of Holderness coast; deposition occurs where water is sheltered/change in direction of coast as a result of Humber estuary; deposition of finer material to landward side of spit/formation of salt marshes; end of spit curved inwards by power of waves/currents etc.

If erosion features credit statements at L1 to 3 maximum.   **[7]**

                                                            TOTAL [19]

3   **(a)**   **(i)**   240,000.   **[1]**
         (ii)   Not working / not of a working age.
                   Rely on working population / economically active for support.   **[2]**
         (iii) More old dependants in Norway or less in Lesotho.
                   More young dependants in Norway or less in Lesotho.
                   More dependants in Norway - as alternative
                   Higher proportion of young dependants in Lesotho - or smaller
                   proportion in Norway
                   Higher proportion of old dependants in Norway - or smallest proportion
                   in Lesotho
                   Larger age range of dependants in Norway   2 at 1 mark   **[2]**

         (b)   **(i)**   A: Base narrows / fewer children.
                          B: More old people / more people in older age groups.
                                Apex wider.
                                More people live to 85+.
                                Credit comparative figures   2 at 1mark   **[2]**

         (ii)   More old people need looking after.
                   Increase in demand for hospitals / medical care.
                   Demand for more residential homes.
                   Leisure / entertainment aimed at older generation.
                   Later retirement age.
                   Demand for specific services such as meals on wheels.
                   Burden on economy leads to increased taxes.
                   Pensions shortfall/more money needed for pensions
                   Power of grey vote.
                   Reduction in birth rate.
                   Smaller economically active workforce
                   Demand increases in specialised manufacturing industry - e.g. stair lift
                   Demand for more specialist employment e.g. carers   **[5]**

(d)   **Level 1 (1 – 3 marks)**
         Statements including limited detail which describe the attempts to influence
         the birth rate.
         e.g. more family planning; more birth control; educate women; improve health
         care; one child policy etc.

         Level 2 (4 – 6 marks)
         More developed statements which describe the attempts
         e.g.; forced abortions and sterilisation; promoting the benefits of birth control;
         educate women so that they can have a career; free education for single child
         in family; loss of benefits for subsequent children; etc.

         Level 3 (7 marks)
         Uses named example such as India or China
         Comprehensive and place specific statements.
         Must contain 3 level 2 statements and be place specific. 3 different strands
         e.g. one child policy was forced onto the Chinese people when it was
         introduced in 1979; constant advertisements on T.V. and in the press about
         the benefits of having only one child; 'granny police' who advised authorities if
         a second child was born; etc.
         Credit answers which describe attempts to encourage higher birth rates in
         some European countries.

         No named example = level 2 maximum 6 marks   **[7]**
                                                                          Total [19]

4   **(a)**   King Street: D.
              Mosley Street: C.   **[1]**
              Canal Street: E.

       (b)   **(i)**   West.   **[1]**

               (iii)   King St West is pedestrianised/footpath/no traffic; King St East is not pedestrianised/traffic   **[1]**

       (c)   **(i)**   Modern apartments / buildings.
                             Pleasant / improved environment/nice view/river/greenery/quiet
                             Near to work / reduces travelling time.
                             Near to nightlife / city centre shops.
                             Fashionable
                             Near station
                             Access to CBD - main road/buses
                             1 max - 'near to'   **[4]**

               (iii)   Ideas such as:
                                    demolition of old houses/redevelopment
                                    gentrification of old residential areas/modernisation
                                    location of new industries in development areas;
                                    building new shopping/leisure centres/school:
                                    conversion of old buildings into luxury flats;
                                    creation of new parkland/clean up river to improve environment;
                                    addressing social issues such as crime/vandalism/litter/ through community or more policing; security cameras, neighbourhood watch - to 2 max
                                    Reduction in noise/air pollution from factories - e.g. legislation, filters etc.
                                    Traffic reduction/calming - road humps, cycle lanes, congestion charge, extra bus stops etc - to 2 max
                                    Car permits for residents etc   **[5]**

        (e)   **Level 1 (1 – 3 marks)**
                 Statements including limited detail which describe advantages and/or disadvantages for shoppers.
                 e.g. easy to get to by car / not easy to get to without a car; lots of shops together; all undercover; no danger from cars; security guards;
                 shops open long hours; free parking; plenty of parking
                 gangs hang around; impersonal; large so a long distance to walk; etc.

                 Level 2 (4 – 6 marks)
                 More developed statements which describe advantages and/or disadvantages.
                 e.g. variety of shops selling different goods; shopping is unaffected by weather as undercover; traffic-free so less danger of accidents; accessible near to motorway junction; attractions for children whilst adults shop; open late in the evening so can go after finish work; protected from weather; parking guaranteed with access to shops;
                 all shopping centres are similar, no older buildings; difficult to get to if no car because away from focus of routes; long traffic queues on routes to shopping centre at peak times; threatening because groups hang around, etc.

Level 3 (7 marks)
Uses named example such as Trafford Centre, Manchester.
Comprehensive i.e. needs link to CBD and place specific statements.
Must contain 3 level 2 statements and be place specific/make link to CBD
Need reference to both advantages and disadvantages.
e.g. direct motorway access from junctions 9 and 10 of M60;
contains major shops such as Selfridges;
over 400 different shops and 6 large car parks – all undercover; etc.

No named example = level 2 maximum 6 marks   **[7]**

                                                                        Total [19]

5 **(a)** **(i)** products are sold/for profit.   **[1]**

(iii) produce for own consumption/consumed by farmer/family/tribe **[1]**

(c) J is used for pastoral grass farming / K is arable / crops
J is grazing/sheep farming/grassland - K is rice.
J is extensive – K is intensive / J - large fields   K - small fields
J - farmhouse   K - no farmhouse
2 at 1 mark   **[2]**

(c) **(i)** Ideas such as:
soils are infertile/thin/acidic so crops will not grow;
waterlogged soils due to run-off;
rainfall is too heavy for growth of crops ;
temperatures are too cold for crops to ripen;
warm summers/abundant rainfall are good for grass;
slopes are too steep for cultivation;
sheep are hardy enough to withstand conditions;
Flatter land used for crops/improved pasture/easier for machines

4 at 1 mark or development   **[4]**

(iii) Ideas such as:
Money invested to buy seeds/ no money reinvested
Most work done by hand/family labour/no machines
May use simple ploughing machines/animal power/little machinery
No/small amounts of chemical fertilizers/pesticides may be used/manure
Payments made (in kind) for rental of land etc.

4 at 1 mark or development   **[4]**

(e) **Level 1 (1-3 marks)**
Statements including limited detail describing how farming has changed.
e.g. using more machines, getting better outputs/profit, farms more/less land, organic farming, using more chemicals etc.

Level 2 (4-6 marks)
More developed statements describing how farming has changed.
e.g. using larger harvesting machines; getting better outputs/profit by using more fertilizers; farms more land due to reclamation of wetlands; leaving some fields empty and allowing natural vegetation to grow back; organic farming using natural manure rather than artificial fertilizer; growing more cereals and keeping less cattle for milk etc.

Level 3 (7 marks)
Uses named example (e.g. East Anglia).
Comprehensive and accurate place specific statements with reference to EU policy. Need place specific and 3 separate strands.
e.g. using larger harvesting machines; getting better outputs/profit by using more fertilizers; farms more land due to reclamation of areas alongside the River Waveney; taking land out of production due to set aside; organic farming using natural manure rather than artificial fertilizer; growing more cereals due to subsidies offered by EU etc.

No named example = Level 2 maximum 6 marks
Non - EU example = Level 2 maximum 4 marks   **[7]**
                                                      TOTAL [19]

6 **(a)** More foreign than Spanish visitors except in December.
Biggest difference between foreign and Spanish visitors is in August/summer
Smallest difference in December/January
Number of Spanish visitors peaks in April, foreign visitors in August.
Bigger rise and fall in foreign visitors over year/number of Spanish
visitors is more constant; etc.
Use of comparative figures to 1 max   **[3]**

(b) Most visitors come in August / summer because it is hotter.
Most visitors come in August / summer because it is drier.
Fewer come in winter because it is cooler / wetter.
Fewer come in Oct/Autumn because of heavier rainfall
Visitors still come in winter because it is warmer than England.
Visitors still come in winter because it is drier than England.
Some visitors (maybe older / no children) prefer to visit out of season when it
is cooler; etc.
Idea of correlation between temperature and visitor numbers   **[4]**

(c) **(i)** Money raised from tax used to:
Improve environment/habitat of island e.g. plant trees
Restore urban areas –e.g. historic town centres.
Develop infrastructure –e.g. transport improvement.
Destroy ugly beach-front hotels/building design - e.g. height restriction
Renovate worn out footpaths/bridle paths
Develops National Park
Waste management - cleaning/litter collection
Sign/education/information to tourists   **[3]**

(ii) Tax increased cost of holidays.
Deterred/discouraged tourists from coming/reduced tourist numbers
Loss of business/trade/profit revenues if tourists go elsewhere.

          [2]

(d) **Level 1 (1 – 3 marks)**
Statements including limited detail which describe advantages and/or
disadvantages of development of tourism.
e.g. jobs are created; tourists drop litter; tour buses frighten animals;
brings money into country; etc.

Level 2 (4 – 6 marks)
More developed statements which describe advantages and/or disadvantages
of development of tourism.
e.g. tourism creates jobs in hotels, as guides in wildlife parks;
tourism creates demand for local farming produce and craft industries making
souvenirs;
Animals are frightened by mini-buses leaving the road and coming too close;
mini-buses churn up the ground in wet season so grassland dies;
locals are exploited and change from traditional way of life to become tourist
attractions; etc.

Level 3 (7 marks)
Uses named example such as safari holiday in Kenya.
Comprehensive and place specific statements.
Must contain 3 level 2 statements and be place specific.
Need reference to both advantages and disadvantages.
e.g. in Masai Mara National park local tribes have been forced off traditional grazing lands and had to change their traditional way of life;
since tourism came to Kenya in 1990s it has become the country's biggest earning industry; lions in National Park are frightened by herds of tourist buses coming too close, this stops them mating so the lion population is declining; etc.

No named example = level 2 maximum 6 marks

MEDC example = level 2 maximum 4 marks   **[7]**

Total [19]

7 **(a)** **(i)**

B2	**C2**
countryside/rural	built up/urban
farming/arable/grazing	housing
edge of built up area/open space	no/little open space
villages	city
fewer roads	more roads
less woodland	more woodland
Airport	Harbour/industry - to 1 max

   3 at 1 mark for differences   **[3]**

   (ii) Ideas such as:
   Built up areas source of sewage;
   Run off from roads;
   waste/chemicals from industry;
   Oil from boats;
   Nitrates from farmland/fertilisers
   Pesticides from farmland etc.   (2 max from farming)
   Run-off from slurry
   Discoloured/darker water

   4 at 1 mark   **[4]**

(b) Ideas such as:
   causes polluted beaches/dead birds/fish etc;
   Less tourists will visit the area/tourists will be put off;
   Loss of income/business;
   Reputation of the area will suffer etc - blue flag beaches
   Health issues - e.g. eating contaminated fish
   Encourage water sports

   2 at 1 mark or development   **[2]**

(c) Ideas such as:
   Legislation/fines for polluters;
   Better treatment of waste in factories/sewage works etc;
   Improve monitoring/enforcement;
   Treatment of sewage/use on farmland;
   Recycling of industrial waste/more care over waste disposal
   Restrict use of pesticides/fertilisers/encourage organic farming
   Education about effects
   Government aid to treat water
   Technique to remove/treat oil pollution

   3 at 1 mark   **[3]**

(d) **Level 1 (1-3 marks)**
   Statements including limited detail describing the impacts of deforestation on
   the local natural environment.
   e.g. kills animals, causes floods, washes soil away, makes the land bare, loss
   of habitat etc.

   Level 2 (4-6 marks)
   More developed statements which describe the effects of deforestation on the
   local natural environment.
   e.g. kills animals threatening species with extinction; impacts on food chain;
   reduces interception increasing run off; causes floods as soil is washed into
   rivers, reduces soil fertility.

Level 3 (7 marks)
Uses named example (e.g. Amazonia).
Comprehensive and accurate place specific statements. 3 different strands
e.g. 1000s of species in the state of Mata Grosso are threatened with
extinction, impacts on food chain, loss of habitat in marshy areas alongside
river Amazon, reduces interception increasing run off; causes floods as soil is
washed into river Amazon and its tributaries, reduces soil fertility etc.
No named example - level 2 maximum 6 marks

[7]

TOTAL [19]

8 **(a)** **(i)**   Yorkshire Dales.
North York Moors.
Peak District.
Lake District.
Northumberland.   **[1]**

(ii)   Similarities: ✓s
Private landowners own over half the land.
Both include land owned by National Trust / Forestry Commission / water companies.
Both have 5 different land owners.

Differences: ✓ d
Larger percentage of land owned by Private landowners / National Trust / Water companies in Peak District.
Larger percentage of land owned by Forestry Commission in Northumberland.
National Park Authority only own land in Peak District.
Ministry of Defence only own land in Northumberland.

Credit 1 similarity and 1 difference   **[2]**

2 at 1 mark.

(b) **(i)**   Upland/v-shaped valley suitable for flooding– heavy / all year rainfall.
Away from cities – more open land to flood/room to build
Less atmospheric pollution.
Lower evaporation rates.
Need to move less people off land.
Demand from nearby towns and cities.
Impermeable rock.
Lower value farmland   **[3]**

(ii)   Forests help to hide reservoirs / less visual intrusion.
Tree roots hold soil in place / reduce sedimentation.
Both are tourist attractions - scenery.   **[2]**

(iii)   Military training and horse riding:
Military activities e.g. noise of gunfire / explosions / low flying jets - annoys riders / frightens

animals
(2 max if get both ideas)
Areas of land out of bounds to horse riders
Ruins landscape /makes it unsafe for riding   ✓ m

Farming and rambling:
Ramblers want access rights to farmland/trespass on farmland
Ramblers leave gates open so animals escape.
Ramblers drop litter which animals eat.
Ramblers trample down crops/footpath erosion
Ramblers' dogs scare animals
Farmers block footpaths/wire/bulls !   ✓ f
Ramblers damage walls

Reserve 1 mark for each pair   **[4]**

(c)   **Level 1 (1-3 marks)**
Statements including limited detail which describe advantages and/or disadvantages of a quarry or mine.
e.g. jobs are created; more money comes into area; noise pollution; dust in atmosphere; waste tips spoil appearance of area; etc.

Level 2 (4 – 6 marks)
More developed statements which describe advantages and/or disadvantages of a quarry or mine.
e.g. jobs created in an area of few opportunities; 5,000 jobs depend on mining; fumes from lorries and dust from quarry result in many local cases of asthma; 80% of rock mined is waste which must be dumped; etc.

Level 3 (7 marks)
Uses named example such as porphyry mining in Cembra Valley, N. Italy.
Comprehensive and place specific statements.
Need reference to both advantages and disadvantages.
Must contain 3 level 2 statements and be place specific.
e.g. porphyry exported to Europe, S. Africa and USA to be used in street paving; quarrying firms must restore landscape when working is complete; village of Albiano is affected by 30 tonne trucks passing through all day causing dust and fumes; workers who suffer from asthma may have to retire early; etc

No named example = level 2 maximum 6 marks   **[7]**

Total [19]

Assessment of written communication

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing (e.g. case studies) are likely to be most useful in your assessment.

0 Candidate makes little attempt throughout the paper to communicate in written form.

1 Candidate is able to communicate in written form, though the message is not always clear.

2 Candidate communicates clearly by writing brief, simplistic statements, using everyday language.

3 Candidate generally communicates effectively, using specialist terms in some answers.

4 Candidate communicates effectively throughout and uses specialist terms where appropriate.

Mark Scheme 1986/03
June 2005

1 **(a)** **(i)** On pie chart. (2 x 1)   **[2]**

     (ii) 3 to 5 (%)   **[1]**

     (iii) 1   Natural Gas
           2   Coal
           3   Nuclear

           All 3 correct = 2 marks
           1 or 2 correct = 1 mark   **[2]**

  (b) **(i)** 4092   **[1]**

     (ii) Tregele   **[1]**

     (iii) On map (2 x 1)   **[2]**

  (c) **(i)** Ideas such as:

- Large/tall
- White/grey
- Blades/turbines
- support structure/pole/pillar
- ugly/beautiful etc.   (2 x 1)   **[2]**

     (ii) East (or ENE)   **[1]**

     (iii) Ideas such as:
- on a hill/slope
- 40-55 metres above sea level
- On farmland
- West facing etc   (2 x 1)   **[2]**

     (iv) Use evidence from the OS map and photograph A to suggest reasons for the location of these wind generators

     Level 1: (1-2 marks)
     Simple statements which attempt to explain location
     (e.g. where it is windy, where there is lots of space, not near to houses, on land which is used for grazing etc.)

     Level 2: (3-4 marks)
     More specific explanations which develop an idea:
     (e.g. where it is windy so more power can be generated, where there is lots of space as the generators take up lots of room, not near to houses to avoid problems with noise/visual pollution, on land which is used for grazing as that land use can exist in harmony with the wind generators etc)

Level 3: (5 marks)
More specific statements which develop an idea tied with map evidence. (e.g. at a height of 50 metres it is higher and stronger winds will generate more power, far enough away from houses in Cemaes to avoid problems with noise, on Cemaes Fawr Farm which is used for grazing as that land use can exist in harmony with the wind generators.)   **[5]**

Total: [19]

2   (a)   (i)   353938   **[1]**

      (ii)   2.5 km   **[1]**

      (iii)   Ideas such as:
- It is ugly/eyesore/spoil the view - because it is concrete/grey etc (✓ dev)
- As it is large/prominent
- and can be seen from a distance/on horizon
- It does not blend in with surrounding rural landscape.
- It may not be visible from houses so no impact.
- Trees screen it
- Blocks the view/cannot see behind it etc

                                                        (3 x 1)   **[3]**

      (iv)   Evidence such as:
- Visitor centre
- Camping/caravan site
- Coastal footpath
- National Trust land
- Bay/cliffs/beach/rock outcrops/coast or sea/cave/stacks etc (max 2)
- Public house
- Walks/trails
- Heritage centre
- Nature reserve
- Named bays (max 1)
- Named headlands (max 1)
- Named antiquity (max 1) etc   **[3]**

      (v)   On a gentle sloping headland;
            Two km to the west of Cemaes: (2 x 1)   **[2]**

      (vi)   Ideas such as:
- Close to sea; for cooling water/import of uranium/export of waste.
- Gentle sloping land;for ease of construction.
- Solid foundation/hard rock headland; to support buildings.
- Away from settlement; due to fears of contamination or accident or radiation/cheaper land/noise
- Road transport nearby; for movement of uranium/waste materials, by road/employee access.
- Near town/Cemaes; where workers are available etc.

            Credit simple ideas at 1 mark each or allow development of ideas for further mark. (max 3 on any line)   **[4]**

   (b)

      Level 1: (1-2 marks)
      Simple statements either for or against nuclear power generating: (e.g. it can be dangerous, it produces cheap electricity, it does not cause much atmospheric pollution etc.)

      Level 2 (3-4 marks)
      More specific statements either for or against nuclear power generation which develop an idea: (e.g. it can be dangerous as materials/waste are radioactive; it produces large amounts of electricity from small quantities of raw materials; it does not release greenhouse gases/cause global warming)

Level 3 (5 marks)
Specific statements both for and against nuclear power generation which develop ideas and produce a balance response. **[5]**

Total: [19]

The Awarding of Marks for the Quality of Written Communication

Marks are to be awarded for the quality of written communication according to the following criteria:

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writing are likely to be most useful in your assessment.

0   Candidate makes little attempt throughout the paper to communicate in written form and/or the message is not always clear.

1   Candidate communicates clearly by using everyday language.

2   Candidate generally communicates effectively, using specialist terms.

Mark Scheme 1986/04
June 2005

1   It is important that Examiners make a careful written note of all changes and additions to the mark scheme. These should include those given initially by Team Leaders and others which result from questions arising during the meeting.

2   Examiners must adhere to the principles of the agreed mark scheme. However, it should not be seen **as a straitjacket.** It covers many possibilities but credit other answers which show geographical merit within the general principles. The frequent use of 'etc' aims to signify the mark scheme is **not exhaustive.** The ideas presented provide guidelines but you will find candidates put forward **other ideas and you should decide if they are worth crediting.** Make a note of additional answers which you accept in order to achieve consistency. If you are uncertain check by telephone with your Team Leader.

3   The language of the mark scheme is directed at Examiners. Candidates will often use different language to express the same idea which is perfectly acceptable. Do not look for a copy of the words used in the mark scheme.

MECHANICS OF MARKING

1   Marks given should be clearly indicated by ticks at the point which earns the mark (i.e. on or very close to a key word or at the end of a phrase or sentence which is bracketed).

> One tick = one mark. Annotated where necessary.

2   Please ask your checker to check that your ticks and marks do tally. Checkers should show evidence of checking the following aspects by **the use of pencil ticks.**

Ticks	Addition
Sub-totals	Final total
Transfer to front	Transfer to MS2
Judgement of QWC	

3   A major difficulty is often caused by those answers which are vague and considered by Examiners to be not quite worth a mark. Avoid using half marks although two or more such statements in a question worth two or more marks can be bracketed together and given a mark. It is useful to the Team Leader if Examiners indicate answers which are not quite worth a mark by using an agreed symbol (e.g. an insert symbol).

4   Sections of work which are wrong should be marked incorrect by using a cross. Sections which are irrelevant should be struck through with a red line along with the letter I/R. Any written comments relating to why particular answers have not been credited may be useful in the case of appeals made by Centres.

5   The following aspects of marking will be referred to in the standardisation meeting:

> Development marks
> Reserve marks
> Example marks
> Maximum for 2 components in sub-section
> Quality of written communication
> Rubric
> Examiner's report

6   Take your time over the marking. Many parts are not easy to mark.

1   (a)   Ideas such as:
- Decrease in use of coal.
- Increase in use of nuclear.
- Decrease in use of oil.
- Increase in alternatives.
- Increase in use of gas.

Figures not needed.   (4 x 1)   **[4]**

(b)   (i)   St. Breock/Carland Cross/Four Burrows/Goonhilly Downs/Blood Hill.   **[1]**

(ii)   6 (metres per second)   **[1]**

(iii)   **Level 1 (1-3 marks)**
Description: @ 1 mark each

- Around the coast
- On high land
- In the west/south west/north west/Wales
- Where wind speed is over 5m per sec
- Clustered/random/uneven

Level 2 (4-5 marks)
Explanation:

- Windier/more wind/stronger winds
- Less obstruction from buildings/hills
- More power can be generated

Level 3 (6 marks)

- Named anomaly e.g. Blood Hill
- Example of wind generator e.g. Rhyd-y-groes

1 L2 statement gives access to L3   **[6]**

(c)   (i)   East   **[1]**

(ii)   Themes:
- Visual
- Hazard
- Air pollution
- Noise pollution
- Area

Level 1 (1-2 marks)
Simple statements which describe the impacts on the natural environment of the wind generators which could be positive and/or negative:
(e.g. they are an eyesore; they result in noise pollution; they may be a hazard to birds, they do not pollute atmosphere etc.).
1@ L1 = 1 mark
2 @ L2 = 2 marks

Level 2 (3-4 marks)

More specific statements which develop an idea, either positive and/or negative. Does not need to be a balanced argument.

(e.g. they are an eyesore as they are large and intrusive in the rural environment; they result in noise pollution from the constant buzz of the blades; they may be a hazard for migrating birds which may fly into rotor blades; their hilltop location means they can be seen for miles; they are environmentally friendly as they do not produce greenhouse gases; they do not use supplies of valuable resources etc.).

1@ L2 = 3 marks
2@ L2 = 4 marks

Level 3 (5-6 marks)

A comprehensive answer which considers 'to what extent' wind generators have an impact on the natural environment by considering and evaluating impacts. Must include candidate's own opinion for or against the views of local people. Must have positive and negative arguments.

2@ L2 - include positive and negative = L3 (5 marks)
2@ L2 - include positive and negative and own opinion = L3 (6 marks)   **[6]**

Total: [19]

2 (a) (i) Themes - 1 mark for each
Windows - none
Colour - grey/brown
Size - eg compact/big/many sections
Appearance - eg modern/eyesore
Material - eg concrete
Shape - eg hexagonal/flat roof   (2 x 1)   **[2]**

(ii) Ideas such as:

- Terrain eg On rocky ground/rugged/open.
- Relief eg On flat/gentle sloping land.
- Water eg Next to the sea/river/water.
- Size eg Large   (2 x 1)   **[2]**

(b) (i) Ideas such as:
- West of Cemaes.
- 2 km from Cemeas.
- north of Tregele.
- 1 km from Tregele.
- north of A5025.
- adjacent to Porth y Gwartheg etc.   (4 x 1)

1 mark for 'near to' /'between'/ref. to tourist symbol
Generally need name of village/road/water feature/land feature
Credit reference to description of 'minor' roads
1 mark reserve for distance (✓dist) and direction (✓dir)   **[4]**

(ii)
Level 1 (1-2 marks)
Simple statements which attempt to explain location:
(e.g. close to sea for water; gentle sloping land; solid foundation/hard rock headland; away from settlement; coastal location for import/export; road transport nearby; workers available nearby, large area of land; etc.).
1@ L1 = 1 mark
2@ L1 = 2 marks
Level 2 (3-4 marks)
Developed statements which explain the location:
(e.g. close to sea for water for cooling purposes; gently sloping land for ease of construction; solid foundation/hard rock/headland as the machines are very heavy; away from settlement due to fears of radiation/accident; coastal location for import of uranium/export of waste; road transport nearby for transport of raw material/uranium/waste; workers available in the nearby town/Camaes; large area of land to expand etc.).
1@ L2 = 3 marks
2@ L2 = 4 marks

Level 3 (5 marks)
A comprehensive answer which consists of developed statements which are tied with the OS map evidence:
(e.g. close to sea so water for cooling purposes can be obtained through pipes at 348941; gently sloping land at 10 metres for ease of construction; solid foundation/hard rock of Wylfa headland as the machines are very heavy; away from large settlements due to fears of radiation/accident; only the small settlement of Cemeas is within 2 km of power station; road transport (A5025) nearby for transport of uranium/waste;etc.
Must have 2 + L2 statements before look for map evidence
L3 = 2 @ L2 and 1 map evidence   **[5]**

(c)

Level 1 (1-2 marks)

Simple statements either for against nuclear power generation:

(e.g. it can be dangerous; it produces cheap electricity; it does not cause much air pollution etc.).

1@ L1 = 1 mark

2@ L1 = 2 marks

Level 2 (3-4 marks)

More developed statements either for or against nuclear power generation:

(e.g. it can be dangerous as the materials/waste are radioactive; it produces large amounts of electricity from small quantities of raw materials; it does not release greenhouse gases etc.).

1@ L2 = 3 marks

2@ L2 = 4 marks

Level 3 (5-6 marks)

Comprehensive answer with developed statements both for <u>and</u> against nuclear power generation = 5 marks

Comprehensive answer as for 5 marks and reference to global issues = 6 marks. **[6]**

Total: [19]

The ability of the candidate to communicate in written form should be assessed by forming an overview based across the paper, however those questions which involve extensive writings likely to be most useful in your assessment.

0   Candidate makes little attempt throughout the paper to communicate in written form and / or the message is not always clear.

1   Candidate communicates clearly by using everyday language.

2   Candidate generally communicates effectively, using specialist terms.

Report on the Components
June 2005

Entry Level Geography A 3986
3986/01 Oral Test

The test seemed to work just as well as in previous years. Most interviews were completed within the guide time of ten minutes. The majority of candidates were made comfortable by members of staff conducting the interviews, which increased the chances of them giving a true account of their geographical understanding and knowledge. Past experience of answers from Entry Level candidates in the Written Test suggested that most candidates would possess a sound working knowledge of the geography of rivers and flooding. The most frequent misconception among candidates was that the river valley in Photo A showed a lowland river. This answer was given even after they had described accurately the river and its valley. What this shows is how difficult it is for candidates at this level to undertake accurate interpretation.

In general candidates were happier answering question based on the photographs than from Fig. 1. They did not find the rainfall graph easy to understand, perhaps because it had values below the average line as well as above. Candidates would have been more familiar with the standard rainfall graph showing vertical bars for mean monthly rainfall, instead of variations from the average as here. It was here that the skill of the teacher conducting the interview was needed most; for further progress with many candidates, it was essential that the teacher gave them time to look at the graph while the form of graph was explained to them. Fortunately the graph based questions were sandwiched between photographs; many candidates who struggled with the graph were able to recover their momentum. The big advantage about photographic interpretation in the oral test compared with the written examination is that the teacher is in a position to probe more deeply to test candidate understanding by asking supplementary questions. Although many Level 1 candidates had little more to offer, some of the Level 3 candidates impressed once they had been given a trigger for what was expected for the answer.

Case study answers were better than in previous years, especially when river flooding was the topic chosen. Recent flood events within the UK were often used to good effect. In addition, there were also some useful answers relating to earthquakes and coastal erosion. In several Centres, candidates had undertaken coastal fieldwork in areas at high risk from erosion. Some of their candidates were able to answer with some confidence by including significant amounts of detail, which would not have been out of place in a good GCSE case study answer. Answers based on the case study always reveal much about the level of a candidate's geographical knowledge and understanding; a good performance in this part of the oral test was almost invariably associated with an assessment within the Level 3 band. In a few Centres, no case study questions were asked, which was disappointing. In at least one Centre a clutch of Level 3 assessments were made; whilst it is not impossible for a non-case study oral to be placed in Level 3, it is unusual and could only be justified by an extremely strong performance elsewhere, which was not the case in this Centre.

At the end of the process, very few of the assessments made were anything other than realistic. In only a handful of Centres was there a need for the Moderator to recommend to OCR a change to a Centre's marks. Whether this was up or down was about equal. Experience gained from conducting orals over several years has allowed many Centre staff to develop a professional approach to interviewing and to become more confident in their assessments. As ever, the good interviewer appreciated individual needs by varying directness of approach and level of questioning accordingly. Those, who have become adept at making the interview quite informal and pleasantly conversational, put candidates at ease and encouraged candidates to carry on answering. Some candidates were able to keep on adding relevant details and information in response to judicious supplementary questions. It was essential that candidates were given time to look at the resources of photographs and graph and find their way around them before resuming with the questions.

It was in the best interest of both sides that long pauses were not allowed to develop; not only did these reduce the pace and make the interview lose any momentum that might have

been built up, but they made for candidate loss of confidence. Interviewers with the best technique kept on re-wording questions, asking simpler questions and giving more background information to the candidate. What was important was that candidates were not made to struggle unnecessarily. If large amounts of help were given in the interests of momentum, this could be allowed for when the overall assessment was made. Regular praise and encouragement did wonders for the performance of many candidates and it must have increased any feeling of achievement.

As always, there were a few Centres in which the interview was conducted in a very formal manner with a fixed time of ten minutes, no deviation from the questions as written down, and no attempt to correct inaccurate answers which impacted on later questions and answers. It was in this type of interview that long gaps often developed during which time there was no comment from either teacher or candidate. These might well have appeared worse to the listener than they were in reality, but some reworking and rewording of questions must have been helpful to both parties. It is important that a candidate should not be allowed to leave the room with an unnecessarily uncomfortable feeling of non-achievement. Few were uncooperative; the most uncooperative of candidates tended to be absent for the oral.

Overwhelmingly moderators were well satisfied with Centre administration. They know all about the problems of finding a quiet place in Centres and are used to hearing bells, fire alarms and corridor noise between lessons on the tapes. While it was usually very easy to hear the teacher's voice, sometimes it was less easy to hear that of the candidate. It may be worth checking soon after the start of an interview that the voice level as recorded on the tape is as strong as it appears to be in the interview room. A summary check list of administrative good practice is given below.
* Play back parts of the tape to check audibility of candidate responses
* Wind back the tape to the starting point before despatching to Moderator
* Label tapes clearly with candidate names and numbers in the order of answering
* Ensure that the oral marks are included on the coursework assessment sheet

3986/02 Coursework

The administrative problems caused by Centre's incorrect entry of marks on the MS1 forms continued to cause headaches for Moderators this year. This has been a problem since the new specification was introduced in 2003 when, for the first time, oral and coursework were separated out into two components. There remains only one coursework assessment sheet on which marks for both components are entered. What happened again in some Centres in 2005 was that the total mark out of 70, taken from the final column of the assessment sheet, was used as the mark for entry on the MS1 form for coursework, despite the maximum mark of 50 being shown at the top of the MS1. At the same time staff in these Centres entered the oral component (correctly) on the separate MS1 form for the oral test. In other words, the marks for the oral were included twice on the MS1 forms sent to OCR. This mistake by Centre staff triggered off a trail of administration between Moderator, Centre staff, Moderator and OCR. CW/AMEND forms needed to be signed by both Moderator and Centre staff before being sent to OCR. This remedial procedure was often slowed down by delays in the return of CW/AMEND forms back from Centre to Moderator; it was not unknown to have a delay of between two and three weeks.

On a brighter note, very few changes to Centre marks were recommended by Moderators; for only about three per cent of Centres was an adjustment applied. This year the adjustments were both up and down. Almost invariably an increase was recommended for Centres which included fieldwork-based work within their candidates' folders, including content relevant to one, or sometimes two, of the units for assessment. Centre staff are used to marking fieldwork according to GCSE criteria, which are more specialised and demanding than anything needed at Entry Level. In a few Centres significantly higher marks could have been awarded in relation to data collection and techniques of presentation. It needs to be borne in mind that it is unreasonable to expect Entry Level candidates to add written comment beyond simple description. A downward adjustment was usually for submitted work that was just too flimsy in relation to the number of marks attached to it. Although Centre

staff might have believed that the marks were justified in terms of the ability level and application of the candidate, they were not backed up by visible evidence in the work sent to the Moderator that made the work compatible with Entry Level standards of assessment.

Most Centres continued to base the work submitted around one of the two sets of OCR coursework tasks, or a mixture of the two. The structured nature of these tasks made assessment of the relative worth between candidates easier to judge for both Centre staff and Moderators. It was helpful when Centre staff added comments and marks either on the work, or on a cover sheet, because of the insight they gave about the candidates. An interesting and commendable variety of other materials were included, often to support work in one or two of the more popular units (mainly physical and settlement). Achievement by Entry Level candidates depended as much on application as it did on understanding. Those candidates who scored consistently across the four units fared best in coursework. Almost invariably weak coursework submissions had one thing in common – unbalanced performance between the four units. If no work, or grossly inferior work, was submitted for one or more of the units, this had a significant or even devastating effect upon the total mark for coursework. The total is an average across the four units, irrespective of the number completed. This component accounts for 50% of total marks for the Entry Level examination, which makes it the largest and most important component.

A summary check list of administrative good practice is given below.
* Place the work submitted by each candidate in a (non-plastic) wallet folder
* Label each folder clearly with candidate name and number
* Ensure that the marks for each unit are entered on the coursework assessment sheet
* Double check the total out of 50 for accuracy (both addition and division)
* Enter the mark out of 50 on the MS1 form to be sent to OCR

3986/03 Written Test

General comments

A majority of candidates tried to answer all the questions. Shortage of time was not a factor. There was a reasonably even spread of mark totals between the questions, although (as usual) the highest average mark was for question 1, the tectonics question. Question 6 was better answered as the last question than in previous years, perhaps helped by the popularity of the topic covered (tropical rain forest). Part (c) of question 4 proved to be the most difficult question on the paper; the majority of candidates lost sight of the shopping theme of the question and gave answers of a general urban nature. There were wide variations in quality of sketches to Question 1(b), but some candidates were ready with their coloured pencils and showed the land uses in a neat and complete manner. One of the characteristics of Entry Level candidates is their inability to maintain consistency in accuracy of answering. Both within and between questions there were often wide variations in standards of answers, caused by a mixture of lack of the required geographical knowledge and understanding, and a failure to recognise exact question needs.

Comments on Individual Questions

Question 1
Volcanoes are popular and answers were of a uniformly good standard. Answers worth fewer than half marks were uncommon. Some failed to claim the second mark in part (a) by failing to give any detail beyond mention of the appearance of smoke, even though they clearly understood the requirements of the question. There were a few mishaps in part (b), such as reversing areas of wood and bare ground between key and sketch, and shading in one of the land uses in the sky above. The majority understood what was expected of them, even if there were enormous differences in the care and accuracy with which the land use areas were shaded in. Some of the shading used was too similar for the different areas to be recognised on the sketch. Few misunderstood the needs of part (d). Some very good answers that contained more than one stated advantage were given to part (e), often fertile soils and tourist attraction. However, it was not a requirement that candidates gave two different reasons to claim both marks; the second mark was also awarded either for elaboration, or for mention of an example. The least satisfactory answers were those that focused on low living costs as a result of dangers from living next to an active volcano.

Question 2
Although candidates did not score marks as regularly as in the previous question, there were few worthless attempts. Essential requirements for answering at least one of the parts (a) to (c) were widely understood. Most question totals fell within the range four to seven marks. Making use of the diagram, many candidates were able to offer sensible suggestions to the first three parts of (a), even if they did not understand fully how longshore drift operated. Part (iv) required more understanding and was the least well answered of the four parts. As long as candidates could work out which was the spit on the map, answers to all parts of (b) were likely to be correct. Measuring the length of the spit was rarely a problem. Finding the correct answer to the final part needed the most understanding, especially as the correct answer of slower did not seem to be the one that most candidates expected. The sharp change in river direction at point Z was described in a great variety of ways in (c)(i). Some believed that it was the marsh instead of the shingle that was responsible for the change in course.

Question 3
This population question was quite well answered; the majority of candidates seemed to be comfortable with the theme of migration. Poor answers worth half marks or less were rare. Some candidates found difficulty expressing what migration meant in part (a) and could only base their answers around the word 'migration' that was given in the question. Those who mentioned 'moving' in their answers almost always gained the mark; others gave acceptable answers based on an example. In most cases only the North East and North West were shaded on map B in part (b)(i), although a few could not resist shading in Wales as well. Some shaded the correct areas on map A, which was accepted. Although the correct answer

of three was the commonest answer to (b)(ii), four and two were seen quite often as well. The easiest route to gaining the mark in part (iii) was to point out the difference between negative values in the North and positive values in the South. Although this was the most common type of answer, there were candidates who answered only in terms of darker shading, without any statement about what it showed. They were not given the mark. Part (c)(i) posed few problems to those candidates who took note of the first instruction to 'name the regions'; unfortunately, this did not register with some, who listed four values for wages off the map. Often it seemed that values for the average wage were just picked from anywhere on the map. These candidates were not excluded from giving correct answers to the second part of (c) provided that they used highest and lowest out of their four values. In part (d), although some struggled with expression again, most conveyed an understanding that a pull factor was something that attracted people to move.

Question 4
This was the least well answered question. Part (b) offered the best chance of marks for weak candidates. However, parts (c) and (d) were the two least productive questions on the paper. Answer worth fewer than half marks in total were the norm. A good proportion of candidates did know that CBD was Central Business District in part (a), although there were some weird and wonderful inventions from a few who had no idea of what it stood for. In part (b) the instruction to name was picked up with more regularity than in the previous population question, which led to the naming of a good selection of high street shops, with a definite dominance of those selling clothes! In the majority of answers to part (c) there was no mention of shops. Some merely repeated the names of urban zones from the diagram; other described types of housing. Examiners were instructed to credit a wide variety of answers, provided that they referred to shops. Plenty of overlap was allowed because corner shops, supermarkets, road-side lines of shops and small shopping centres are neither the preserves of inner city areas, nor of the inner/outer suburbs. Candidates struggled almost as much with out-of-town shopping centres in part (d). A general feeling emerged of non-familiarity with out-of-town shopping centres; most candidates gave the impression of never having visited one. Advantages were often stated in general terms, such as 'cheap goods' or 'many different things sold there', instead of in geographical terms, such as easy to reach by car, free and easy parking and more space than in the towns. The only valid disadvantage regularly stated by candidates was 'a long way to travel to them'.

Question 5
This question was better answered; many candidates were able to make good use of the photographs, both for description of what could be seen and interpretation of problems and advantages. Few candidates failed to accumulate at least half marks; this question rivalled Question 1 as the one most likely to generate full mark answers among more able candidates. Jewellery and glasses were common answers to part (a)(i); only a few forfeited the mark by repeating the company name only. There were many good answers to (a)(ii), with regular references to problems for parking and access, as well as shortage of room and conflicts between factories and housing. Most answered this question well. In (b), although part (i) posed no problems, part (ii) did, mainly because too many candidates failed to refer to buildings. Instead of concentrating on writing about how the buildings were better, they gave reasons why the location was better for factories. Essentially they were unable to switch from one question about factory location to another about factory buildings. This led to many answers which were simply opposites of the ones given in (a)(ii). In part (c) there was a general recovery as the majority of candidates answered the question set. In some cases they repeated points made in part (b)(ii) about the canal and surrounding environment, which were now valid here and could be credited.

Question 6
Candidates seemed generally happy to answer questions about the rainforest, despite it being the final question. They appeared to find the final two parts of (d) the most difficult, perhaps because the emphasis on knowledge and understanding was stronger than for skills. Otherwise there was less tailing-off in performance than usual for the last question and some examples of full mark answers were seen. The great majority of candidates completed the bar graph accurately in (a). The commonest mistake was to draw the bars for 2000 and 2001 one square too high. Habitat loss and global warming were the answers seen most in

part (b); it was rare for a candidate not to give at least one of these. There were many one mark answers to part (c) along the lines of 'less loss' in 1997 and 'more loss' in 2002. The easiest way to claim the second mark was to use a value from the graph in support, which more able candidates tended to do. An alternative way was to offer more supporting detail, but with the limited powers of expression of the typical Entry Level candidate, this was a less well used route. Some otherwise accurate answers to (d)(i) were spoilt by shading in 16 squares within the other vegetation part of the graph. There were massive variations in neatness of completion between candidates. Many saw 'logging' in (d)(ii) as wood for the fire instead of in commercial terms. An incredible number of different types of farming were guessed at in (d)(iii), many of which were more suitable for temperate Europe. The best answers were considered to be cattle ranches, rubber, bananas and soya beans, although each answer was examined on its merits.

GCSE (Short Course) Geography A 1086

Chief Examiner's Report

General Comments

The third examination of the specification with its three different components proved to be a genuine test of candidates' geographical knowledge, understanding and skills application. The successful candidates had learned a comprehensive body of knowledge that they could use to support their understanding of key geographical concepts. They had also acquired the ability to apply their geographical skills both in practical situations and through map and data interpretation.

The comprehensive nature of the examining system allowed all candidates to demonstrate their strengths and there were many excellent examples of high calibre geography. Many centres have obviously put a great amount of time and effort into preparing their candidates and they are to be commended on this.

This report on the examination is based upon comments from the many examiners and moderators who were responsible for judging the work of candidates. Hopefully its use to teachers will be the advice it contains which they can pass on to future candidates, so that they can also maximise their examination performance.

Candidates, particularly in the higher tier paper, coped better with the questions which were marked by using levels criteria. Centres are reminded that all case study sections and extended answers are marked in this way. The work done at INSET meetings to illustrate how the marking criteria are applied has proved very valuable. Many more candidates included place-specific information in their case study examples and therefore accessed the highest level. Where candidates are still writing vague, general answers they need to be taught how such answers can be improved. The use of case study templates is illustrated in the revision guide which has been published to support the specification.

Although the examination system is perpetual it must be remembered that in each year the examination is a unique experience for that group of candidates. Consequently the following advice may be useful to candidates about to embark on their final preparation for the 2006 examination.

- obey the rubric instructions in paper 2;
- read each question carefully;
- pay particular attention to key words, whether they are 'command' words or setting the context or scale of the answer;
- recognise any change of emphasis within the question focus;
- recognise that questions are usually based around a theme which will provide a link between sections;
- do not repeat the same answer in different sections - such answers do not gain double credit;
- be precise when using information from maps, graphs and diagrams;
- relate questions to examples and identify appropriate case studies which have been learned;
- learn the details of case studies to give them authenticity;
- use the number of marks available for a section as a guide to the number of points needed;
- develop ideas and extend answers in order to increase the marks which can be awarded;
- re-read and check the answers if there is time at the end of the examination;
- ensure that the correct equipment is brought to the examination including pen, pencil, ruler, rubber and calculator. (Centres should ensure that some loose-leaf paper is available for purposes such as measuring).

The following books have been published by Hodder Murray to accompany the specification:
- A New Introduction to Geography for OCR Specification A
  ISBN 0-340-74707-2
- A New Introduction to Geography for OCR Specification A Revision Guide
  ISBN 0-340-87643-3
- A New Introduction to Geography for OCR Specification A Foundation edition
  ISBN 0-340-88674-9

Some centres continue to ignore instructions concerning the examination. These are a great cause for concern from examiners as it makes their task more difficult. Two requests from examiners of paper 2 in particular to speed up their marking process are:

1. Insist that candidates record the number of the questions that they have answered on the front page of the answer booklet.
2. Attach any extension sheets to the main answer booklet with a treasury tag or string. Do not merely insert loose papers inside the answer booklet.

1086/01 : Paper 1

The paper produced a high degree of differentiation with plenty of opportunities for the C and D grade candidates to demonstrate their abilities yet sufficient tasks at a basic level for all candidates who made the effort to feel that they had at least achieved some success. Indeed a number of candidates performed consistently well across the paper and overall performance was improved on previous years. The majority were able to make a meaningful effort at all questions, though, as is to be expected, there were some very weak candidates with exceptionally poor linguistic skills and geographical knowledge who achieved little other than on the simple skills questions which used the photographs, maps, graphs and other resources provided.

In general, answers from candidates on environmental issues (question 2) were of better quality than those on agriculture (question 1), though this was not always the case. In both these questions there was evidence of an improved approach to case studies from candidates within some centres, with well prepared candidates attempting to write precise answers with place specific detail. However it has to be stressed that there is still a marked difference between centres, some clearly need to think about how they can improve their candidates performance on case studies by reference to past questions and their marking schemes. There were still too many candidates who under achieved by failing to attempt an answer for one or both case studies, or by writing brief and simplistic, generalised responses, or by failing to give an appropriate example.

For many candidates question 3, designed to test application of skills and understanding, was a question which they approached with some confidence and scored high marks. Nevertheless the earlier parts highlighted difficulties which some candidates experienced with basic mapwork skills, whilst the final section of the question in contrast enabled many to show their ability to use the OS map extract effectively, and display an understanding of industrial location.

The following general issues raised last year remain important and are repeated in order that future candidates are aware of their significance:

Case study answers
It is possible for all candidates to offer a response to both case study questions, there is no reason why they should ever be left completely blank. Even if an example cannot be recalled by weaker candidates it should be possible for them to make a series of generic points (eg in 1c that farmers have greater access to machinery such as tractors and combined harvesters, and in 2d that natural habitats are being destroyed by deforestation). This will enable candidates to access level 2 and gain at least three marks. In order to obtain full marks candidates should answer by the use of specific statements, which are place specific in that they should, if possible, relate to their chosen example. More detailed comments follow on each of the case studies used and future candidates would benefit from being shown what is required to reach the higher levels.

Map skills
In some cases it was clearly evident that candidates were not prepared for answering questions which demanded specific mapwork skills, these are identified in the comments on individual questions which follow, particularly question 3, and need to be built into schemes of work and constantly revisited, in order to enhance future performance. This is especially important with foundation candidates.

Terminology
The quality of written communication carries three marks on this paper. Full marks will be gained by candidates who communicate effectively and use geographical terminology wherever possible. Whilst some attempt to do this many do not use subject specific terminology and rarely write extended answers which is bound to limit the mark they obtain.

Comments on the Individual Questions:

Question 1
a) (i) Some candidates were able to recognize that this farm was a pastoral farm and impressively used the term, whilst others were able to correctly refer specifically to sheep (or animals generally), or in some cases to grazing/grassland. Arable farming or reference to specific crops was however a common error.

ii) Most candidates placed the labels correctly to score full marks although some transposed the high moorland and steep slope labels.

iii) Where candidates offered more than a word or phrase they could usually relate a feature of the landscape shown in the photograph to a problem for farmers such as 'steep slopes are difficult to grow crops on/use machinery on'. Weaker candidates stated only brief phrases such as 'too steep' or `high moorland` which did not identify the nature of the problem sufficiently to gain credit. Some gave extreme points, which a brief perusal of the photograph would show to be untrue such as ' there are <u>no</u> roads' or 'it is too steep to farm'.

b) (i) Whilst subsistence farming was known by some it was disappointing that such a basic term was not known to a greater proportion of candidates. Many simply guessed wildly, referring to aspects of the farm shown in the photograph such as `growing crops in water` or `using small amounts of land`.

ii) Most candidates were able to recognize that one reason plots are small is that many farmers in LEDCs are unable to afford more land, and others were able to suggest a second idea, such as the lack of machinery to undertake the level of work a larger plot would generate. Very few referred to the idea of population pressure or the impacts of traditional inheritance systems which result in fragmentation of land in many LEDCs. A common error was to refer to the fact that subsistence farmers only require a small plot of land as there is no need to produce a large output.

iii) It was surprising that more candidates did not score the full marks here, with jobs such as ploughing/digging, weeding, watering, planting, and harvesting amongst others being acceptable, however they were expressed. A common error was to refer to farming types or types of farm produce rather than jobs.

iv) Most candidates commented on the fact that machines were too expensive for farmers in LEDCs, and the difficulty of using them on such small plots was also often identified for maximum marks. Some candidates believed that it would be 'easier/quicker' to do the work by hand which misses the point of using machines.

c) This question focussed on change in farming in the UK or EU, a topic which is clearly required by the specification. Whilst there were some outstanding level 3 responses, these were relatively rare and this proved to be the most difficult of the required case studies for candidates from many centres whose knowledge was at best basic but often non- existent. Many candidates were unable to name an area in the UK or EU which they had studied and gave whole countries, or LEDC examples, or even no example at all. Geographically distinct areas with specific farming types such as East Anglia or the Lake District were ideal, though infrequently quoted, examples but answers at a smaller scale from the candidates local area served the purpose equally well. A common error was to simply name a farm without locating it within a named rural area, or giving the name of an urban area or just describing the current farming type with no reference to change. Excellent answers focussed on specific issues such as the impacts of EU policy such as Set Aside, subsidies or quotas, or of

diversification. Others considered the impacts of issues such as foot and mouth disease or BSE or the changes which have taken place in farm landscapes due to increased mechanization. There were however many ideas which were expressed at the simplest level such as 'more machinery', `greater output` and `farmers grow different crops` without any specific details being included. Such answers at least enabled candidates to access level 1, which those candidates who didn`t even attempt the question did not do.

Question 2
a) i) Most candidates could identify the increase although the ability to read off the scale accurately was not universally evident, with some answers stating that the temperature had increased to 14.6C or by about 1C which is clearly not the case. Some weaker candidates wrote about the change in carbon dioxide levels rather than temperature or used the word 'changed' rather than increased.

ii) Most could identify the positive correlation in simple terms.

iii) Most could identify a fossil fuel, although wood was the most common error.

iv) Many candidates scored full marks here although there are still a significant number of candidates who confuse the greenhouse effect with ozone depletion, and some weaker candidates transposed the locations of correctly chosen labels. Ideally candidates should be able to produce for themselves a diagram such as this to explain why the build up of carbon dioxide causes global temperatures to rise – choosing the correct labels should be a relatively simple task.

b) i) Most candidates could accurately read the isolines although some seemed to have taken too broad a view of the South East of England and gave 2C as their answer.

ii) This question differentiated well, all but the weakest candidates could use the map labels to at least identify that there would be increased crop yields, which would be to the benefit of farmers. More perceptive candidates were able to gain full marks by referring, in addition, to the idea that vines and trees would grow in areas where it had previously been impossible or relate some of the advantages of higher temperatures to groups of people involved in the tourist trade in Southern England.
 It was surprising that some weak candidates did not attempt some, or all, of the question and it was not uncommon to see an area of the UK given instead of a group as the question asked.

c) Many candidates were able to suggest the likely problem of flooding of low lying islands such as the Maldives, though some simply focused on increasing temperatures. Whilst there were some well thought out answers relating to a decline in the importance of skiing in mountain areas, such as the Alps, as a result of the expected lack of snow (or reduced length of the skiing season) a more common acceptable response was for the idea of snow melt causing flooding or avalanches.

d) Generally case studies were well chosen here, typically Amazonia, and there were some excellent specific and detailed responses which referred to both people and the natural environment locally and/or globally. Some candidates did however miss the emphasis of the question on the effects of deforestation and concentrated on the rates and reasons for it, whilst other restricted themselves to level 1 by making simplistic points which they could have easily elaborated upon (eg kills wildlife, causes floods, affects the atmosphere, wipes out tribes). It was disappointing to see even small numbers of candidates leaving the name of the area blank or giving a whole country (eg Brazil) or even a continent (eg Africa), and therefore restricting their answers to level 2 (3 marks) when they were able to otherwise identify and describe valid effects in some detail.

Question 3

a) i) Whilst many candidates could select the correct grid reference it was no surprise that a significant number selected the one with the transposed 3rd & 6th digits.

ii) Both these tasks involved basic map skills. Many candidates gave a correct direction but NNE was a common incorrect response. A range of 3 to 4 kilometres was acceptable as a distance, however many candidates gave a response which was outside this range and a significant number of weaker candidates left this part blank.

iii) Where the answer focused on the streets as required candidates usually stated one valid difference, though rarely two. They tended to separate the same idea across the two points rather than making a direct comparison in the same sentence. (eg 1. Thorplands has roads which are curved. 2. St Crispin has roads which are straight.) If candidates are encouraged to focus on differences in questions such as these by writing sentences which compare (using a words like `whereas` or `but`) they are likely to achieve higher marks than if they produce discrete descriptions.
Weaker candidates wrote about housing and open space which was not relevant.

b) The graph completion skills required in all parts of these questions were performed competently by all but the weakest candidates or those whose responses were so rushed and careless to be inaccurate. Time is not an issue for many candidates in this examination and there is no reason why they should not be able to complete this sort of task to a high degree of accuracy. They should be advised to bring rulers to the examination, clearly there were some who did not do so which made these tasks more difficult for them.

c) i) This differentiated well as candidates needed to analyse a number of resources. Most candidates could identify St Crispin and match it with Photograph M of an inner city area of terraced housing but the finer points of the differences between a suburban council estate (Thorplands shown in Photograph O) and a private estate (Nene Valley shown in Photograph N) were not recognized by many.

ii) Where the candidate had matched their chosen photograph incorrectly in (i) they could of course not gain credit for explaining their choice. Where candidates did attempt to explain correctly matched photographs the best answers referred to St Crispins and described the obvious features of the housing and streets as shown in Photograph M and the OS map extract, and some made reference to appropriate census data to back up their answers. The choice of Nene Valley for Photograph N was also well justified by many with references to the large detached houses shown in the photograph and the supporting census data. In contrast few could identify many distinctive features of Thorplands which would clearly show the area as a suburban council estate.

d) i) Most candidates could give an accurate 4 figure reference from a wide range of possibilities. Some gave a six figure reference but if the appropriate digits were correct then they were credited.

ii) This question gave well prepared and perceptive candidates the opportunity to display their understanding of the factors influencing industrial location and refer to specific map evidence to support their ideas. In order to achieve level 3 it was necessary to make specific or developed statements which attempted to explain the attractions of the locations of Brackmills for industry, referring to actual map evidence. A number of candidates did this well, typically referring to factors such as access, the availability of workers and suitable space for building and expansion which is unlikely to adversely affect residents. Specific map evidence referred to included the A45, junction 15a of the M1 and named suburbs of Northampton such as Wootton. The question differentiated well as weaker candidates could only achieve level 1 with simple statements such as `there are main roads` whilst others were able to develop these points and refer to the significance of these roads for example for distribution of products. There is much scope for a general improvement in candidate

response to this type of map question requiring extended writing. Centres are advised to practise such tasks with future candidates, emphasizing the importance of elaborating on simple statements and linking points made with specific map evidence.

1086/02: Paper 2

General Comments

The paper was related to the Paper 2 of specification 1986 and contained three common questions. It cannot be assumed however that all questions will be common in future examinations. It would be useful if this report were read in conjunction with the report on Paper 2 of specification 1986.

One key difference from 1986 is that candidates are allowed to choose two questions from four that cover each section of the specification. It is therefore vital the candidates obey the rubric regulations and do not waste valuable time answering too many questions. There was a tendency in some centres for candidates to answer too many questions.

The examination is shorter than 1986 paper 2 and candidates must guard against spending too much time on their choice questions so that they do may leave sufficient time to answer the compulsory question 5.

Comments on Individual Questions

1   (a) (i) Many candidates scored one mark by stating that water flows faster on the outside of a meander. This statement was probably drawn from their knowledge rather than from evidence from Fig.1 as they then continued to give reasons and there was no attempt to use the information given to describe how the velocity varies. Candidates found it difficult to interpret the cross section, perhaps being more familiar with a plan of a meander. In a minority of cases candidates recognised that the water actually flows slowest on the very outside, i.e. near the banks and a few stated that the flow is also slowest near the bed of the river. If candidates are asked to 'study Fig.1' and then 'use evidence from Fig 1' they must follow the instruction.
(ii) Most candidates are familiar with where erosion and deposition occur within a meander.
(iii) Only the more able candidates focussed their answer on how energy or force or power of the river affects processes. There was much repetition of statements from parts (i) and (ii).

(b) This was well answered with some high quality diagrams or series of diagrams to illustrate process. There was some confusion with the position of the hard and soft rocks but on the whole candidates showed a good understanding of how waterfalls are formed.

(c) Case studies had been well learned. The Rivers Lyn, Rhine and Mississippi were the most popular choices and these gave candidates the opportunity to reach Level 2 with ease as specific causes linked to particular floods were quoted in well-developed statements. Candidates also did not concentrate their answers on climatic causes but showed breadth of knowledge by including the impacts of urbanisation and the characteristics of the catchment area. Many answers were place specific and so reached Level 3. Weaker candidates made the mistake of concentrating on effects rather than causes of flooding.

2   (a) Most candidates were able to match the photographs to the correct location.

(b) (i) Many candidates did not look carefully enough at the photograph and gave the incorrect answer of 'north-west'. However, there were candidates who did work out the correct direction.

(ii) Although many candidates used the key to correctly identify the difference, it must be emphasised to candidates that they need to state the difference between the two sections of King Street by reference to both areas, not merely what one part of it was like.

(c) (i) Candidates deduced a variety of attractions from the map and recognised the pleasant environment and gave an example of what makes it pleasant. Many stated that it is near to the CBD, but that is given in the question, so to gain marks it was necessary to explain what the CBD was accessed for or how it was accessed. Some candidates used the scale and decided it would be possible to walk there, which was a good point.

(ii) Some candidates focused their answers on the CBD itself and failed to gain many marks. Others used their case studies to help them answer this question and detailed re-generation schemes in inner city areas and their effect on quality of life. Problems of these areas were well understood and so the solutions were well expressed. Answers included environmental and social improvements as well as building developments.

(d) The case study produced various responses. Some candidates focussed incorrectly on reasons for the location of the shopping centre. Others wrote about the impact of these centres on shops in the CBD. A third incorrect focus was on the effect of the shopping centre on the local area. Only better performing candidates concentrated their answers fully on the advantages and disadvantages of these shopping centres for shoppers. There was a degree of vagueness in responses such as 'it is further to get to'. This statement is meaningless as it depends where people live, it could be much closer than the CBD for many people. 'There is a lot of traffic congestion' was another common statement, but that also applies to the CBD. Answers which stated that there is less traffic as there are no commuters like in the CBD, were worth credit. It was the answers that considered the ease of access by car from a specified motorway junction or the problems of access for people without cars due to the absence of a focus of public transport routes that reached Level 2, and Level 3 if the answer included specific location details. Some candidates who are obviously familiar with these centres did make some attempts to assess the variety of shops available and concluded that it might still be necessary to go into the CBD for specialist shops. This was a way in which a simple statement could be developed. Answers most commonly focused on the well known regional shopping centres, although some candidates used local example successfully.

3   (a) This question was well answered with most candidates knowing the meaning of the key words.

(b) Candidates mainly scored one mark by contrasting the grazing land with the rice crop. Many did not fully understand the term 'land use' and described the size of the farms, which is impossible anyway considering the 'scale' of the photographs. Some candidates did, however, attempt to explain the differences in terms of intensive and extensive, although the actual terms were not always used.

(c) A question which focuses on how the physical factors may have influenced farming in an area is often quite poorly answered. Many candidates did not focus on the physical factors which would be experienced in the area shown in the photograph. Answers were very general and covered all eventualities e.g. 'if the soil is fertile then crops will be grown….if it is dry crops won't grow very well'. Other answers were too vague e.g. 'the hillsides are good for sheep…it's too hilly for crops…' etc. To score marks candidates needed to suggest why the hillsides are used for sheep and why the hills mean crops are unlikely to be grown?

(ii) Candidates were actually given the inputs on the diagram but again they had to relate them to the farming environment shown on the photograph. It was not enough to mention that the farmers were too poor to have any machines or buy chemicals or hire any labour. This was only one point made. These ideas needed to be developed

and some were, along the lines of using water buffalos and manure from these as fertilisers. Many candidates also correctly suggested that the family provided labour and much work was done by hand.

(d) There were many excellent answers from candidates who knew details of their case studies and referred to the impact of EU policies. The introduction of quotas and set-aside and also BSE and the foot and mouth epidemic were well explained although some candidates forgot to state how they had changed the farming enterprise they had chosen. Diversification was a common theme. Candidates usually made an attempt to relate their answer to a specific farm or farming area. Some candidates wasted their time by describing how the farm was organised and its origins before describing the changes.

4   (a) (i) Candidates needed to be aware of the mark allocation for each sub section Most candidates just stated that the temperature had gone up which scored one mark. More detail was needed for the second mark.
(ii) Most candidates just recognised the positive correlation. There were many answers which then went on to give reasons for the link which was not required. Candidates should be aware that the stem 'to what extent..' invites them to consider the degree of correlation and give supporting evidence. Few candidates made use of the graph to gain this evidence.
(iii) There were many comprehensive answers which showed good understanding of the causes for the build up of carbon dioxide, although some candidates only gave two causes.

(a) Many scored full marks and included a diagram of the greenhouse effect to illustrate their answer. In weaker candidates however, there is still some confusion with holes in the ozone layer. Some candidates think the carbon dioxide causes these holes which then let in more of the sun's heat.

(b) Candidates who read the question properly scored high marks, but too many focussed on the causes of deforestation, its impact on the local people or the effects globally. Impacts on the local natural environment were generally well understood with details of numbers of species lost and examples of such species were often given to develop the idea of loss of habitat. The role of the canopy in intercepting the rain and preventing soil erosion, leaching and flooding was well understood. Many gave excellent descriptions of the effect of the removal of humus from the ecosystem.

5   (a) (i) Candidates were generally able to match the photographs with the housing areas.
(ii) Most candidates chose the Nene Valley housing which was the easiest of the three to describe. Some candidates just described the photograph and others just listed the characteristics from the Figure – 'It's the Nene Valley because the houses have a large number of rooms, people will own cars….'etc. This was not linking the two, which was required. However, those who picked out that the houses were large and so would have the most rooms, or that they were expensive and modern and so would probably have been built with central heating scored the marks. Regarding car ownership, some candidates used their knowledge of where these houses were likely to be within the city and stated that the people, besides being wealthy enough to own at least one car, would also need cars to get to work.

(b) (i) and (ii) These were answered correctly, on the whole. However, it is expected that candidates at the higher level examination should be able to accurately apply simple map skills.
(iii) Most candidates scored two marks but few managed to see three comparisons. Some concentrated on the layout of the housing. Weaker candidates failed to make a comparison between the areas. They either described the two areas in separate paragraphs or referred to 'one area' and 'the other area'.

(iv) It is a matter of interpretation for candidates to realise what features would actually be an attraction of living in an area, e.g. the golf course probably would be one, but the museum would probably not. The triangulation point would certainly not. Many thought the parking was an attraction, also the railway line although there is no station. However, many candidates gave three good answers and interpreted the map well, focussing on transport routes and attractions of the local environment.

(c) A common answer but a very weak one was 'There are good roads for transport.' Roads are always used for transport, but for transporting what in the case of manufacturing and distribution industries? What sort of roads? The OS map and key provided meant that all candidates should have been able to state that there were main roads and give their road number to be specific. The motorway should have been picked out, with its number and the fact there was a nearby junction. Some candidates identified the value of motorway access to different parts of the country which was a good geographical answer. Many recognised that the site was flat and therefore easy to build on and there was potential for expansion. Some excellent answers stated that the site was within easy access of markets in the CBD and was near housing from where labour could be obtained but also the site was far enough away from residential areas not to be a problem with noise and heavy traffic. Candidates could only access Level 3 by referring to map evidence. Therefore some candidates remained on level 2 even though they gave a number of developed reasons but failed to relate the advantages to the map.

Geography (Short Course)1086

Principal Moderator's Report

Candidates entered for this examination continue to represent the whole ability range, again with several this year obtaining full marks. The most able candidates have produced excellent work demonstrating the use of initiative (for example in the use of ICT to integrate graphs and tables into written work and detailed annotation of photographs and maps).

The majority of the coursework units prepared by the Centres were appropriate. Most coursework units provided either a clear hypothesis or an investigation title; both options allowing candidates to test a structured set of tasks. In some Centres candidates are given several hypotheses to answer. This tends to either produce lengthy overlong coursework, exceeding the word limit or sketchy brief answers. In the latter case it would often be more appropriate for candidates to choose just one of the hypotheses to answer. There were very few centres who, however, either had no title or it was very unclear. Most units still tend to be teacher led, although, as in previous years in some units there was evidence of appropriate extension exercises, allowing candidates to use their initiative by either collecting additional data or doing a similar survey of another area. Consequently, this year there were a pleasing number of centres where a significant number of candidates were reaching the top levels in all marking criteria as a result of the structure of the coursework units and clear guidance given. This year's cohort maintained the trend with a large number of candidates gaining very high marks of over 80% and several gaining 100%. The lack of an extension option limits candidates, who tend to produce similar, standardised work. To reach top levels, candidates should be encouraged to use their initiative by carrying out a mini enquiry demonstrating independent research. Some Centres cater for this by giving a choice of hypothesis/investigations or a question specifically requiring them to undertake an individual investigation (see comments below). When applied, these methods usually work quite successfully allowing candidates to achieve well at their ability level. This provided the more able candidates with the opportunity to reach the top levels of the marking criteria. In some Centres all candidates produce coursework on a different topic. If this approach is taken, it is recommended that the Centre to contact the Coursework Consultant for advice. It is not advantageous for candidates to submit two pieces of coursework when one would suffice.

There was a clear link between coursework set and the teaching programmes outlined in the syllabus. There are still a few Centres, however, who do need to consult/take the advice of the Coursework Consultant and link their units more closely to the teaching themes as outlined in the syllabus (page 29, section 6.1, para. 1).

Although as in previous years the majority of investigations were linked to urban studies, the percentage dropped form 82% (2004) to 68% (2005). There was an increase in the number of environmental studies, with several being based on microclimates. Examples of good quality work continue to be most evident in urban studies. It is apparent that the more able candidates extend their enquiry by either carrying out their own additional investigation or by collecting additional/different data. Many coursework units suggested extension tasks designed to allow candidates reach the top levels. Although the majority of these studies did provide this opportunity for the collection of primary data, some candidates did not take advantage of this and their research was limited (e.g. simplistic questionnaires, downloaded unannotated maps, unannotated photographs etc). Popular investigations within this urban theme remain unchanged and were related to urban growth, environmental quality of urban areas, housing transects, shopping surveys, land use surveys, quality of life in urban areas, CBD functions, the application of urban models and traffic surveys. Those Centres who base their coursework on urban models should advise the candidates to apply the theory to the urban area they are studying, rather than give a description of the model. Many working on urban models used those, such as Burgess, that refer to the American city, rather than Mann's model of the British city. Careful thought should be given to the choice and application of models. When applied correctly candidates scored high marks.

This year there were more pieces of work relating to physical and environmental investigations and in most cases candidates tended to struggle more with the later. Some presented a lot of irrelevant material downloaded from the Internet. Candidates should be reminded that there is a skill in selecting and applying appropriate data. Despite these criticisms there were some good examples of successful attempts at representing and analysing the data. These investigations tended to be more teacher – led than the urban studies.

Most Centres encourage candidates to collect primary as well as secondary data. Those that do not encourage the collection of primary data deny candidates the opportunity to use their initiative and to reach the top levels. Centres producing the most accessible coursework units for candidates were those which had contacted and taken the advice of the Coursework Consultant. There are coursework support materials available in addition to the services of the Coursework Consultant. Centres which experience difficulties in planning coursework should seek advice from the Consultant. A few candidates used a matrix to emphasise data collection methods with reasons, limitations etc. This is recommended as an excellent way to depict the range and type of data collected and also reduces the word count. It also allows for the evaluation of data collected as well.

Coursework submitted represented the whole ability range and the overall improved performance of candidates noted in the last two years has been maintained with many gaining marks in the top quartile. There is still, however, an imbalance in the entry insofar as there are more candidates in the middle to lower ability range than at the top end. The continued improvement in preparation and support for students of all abilities was evident from Centres. For example there is a clear structure to many of the units, which at the same time provide opportunities for extension work. There was evidence of some excellent pieces of coursework where candidates demonstrated their initiative, for example in the preparation of individual questionnaires, data collection and processing. This year, although data was processed in graphical and cartographical formats (e.g. choropleth maps and overlays); there still remains less evidence of the use of statistics (e.g. Rs). Although there were some good examples of well annotated, integrated and referenced field sketches and photographs, there remains scope for improvement in this area. Providing numerous pages of photographs and/or field sketches without annotation or reference to the text does not earn extra marks. Some Candidates 'overdose' the inclusion of photographs and also provide numerous pages of graphs, often all of the same type. Credit should be given for well selected and analysed sketches/photos/graphs integrated into the written work appropriately. They should be carefully annotated. There was evidence of very good work from Centres that either encouraged candidates, with supervision, to devise their own hypothesis or who gave them a selection of hypotheses to choose from. This tended to encourage candidates to develop their own line of research and thus reach the top levels. Where coursework units are too prescriptive candidates are prevented from achieving this.

Among some candidates there remains a strong reliance on the use of questionnaires for collecting primary data. The sample size must be appropriate at least 25 and processed using a variety of different techniques such as tables, graphs, pictograms etc. integrated into the written analysis. The results should also be not only analysed, but evaluated. Some weaker candidates also rely heavily or totally on the inclusion of downloaded material (e.g. maps, photos, text) from the Internet and in some cases this was credited with several marks. Candidates must select such materials carefully, annotate and refer to them in their written text in order to gain marks.

It was encouraging to see the continued and excellent use in ICT, including reference to websites and inclusion of scanned photographs and maps (see below). The majority of work from a wide variety of Centres is now word processed. Although many candidates are making good use of graphic packages, Centres should monitor the appropriate use of these. There is a tendency to either produce just one type of graph or to use nearly every graphics package available whether or not it is applicable. The misuse of line graphs was also common again this year, even amongst those reaching the top levels. As with photographs, graphs and tables should be integrated into written work. This year several candidates

provided evidence of additional research. Many pieces of coursework included appendices, but fewer included bibliographies. It was common to find maps scanned in from the Internet, however only the minority were annotated and had titles. Centres should monitor the use of ICT closely and ensure that candidates do add appropriate annotations. Many candidates are now describing and giving reasons for their data collection methods. Centres should encourage candidates to evaluate the strengths and weaknesses of their data collection techniques to enhance the quality of their work. Other examples of good practice were evident from Centres who encouraged the candidates to include results tables, associated graphs (reduced in size) and written analysis all on one page.

In some cases candidates produced good research, evidence of data collection, good data representation and analysis, yet provided brief conclusions and evaluations. Candidates should be reminded that these provide the basis for a substantial number of marks.

Coursework that allowed positive achievement was well structured, tasks were appropriate and concise hypothesis(es) were investigated. Good fieldwork techniques were practised, allowing candidates to collect, collate and process data. There were a considerable number of Centres where candidates had been given clear guidance to set their work out clearly, using appropriate headings, such as 'aims, method, analysis, conclusions and evaluation'. This strategy has proved effective in providing the potential for candidates of all abilities to reach their potential. A fine line does have to be drawn to ensure there is a balance between providing guidance and being too teacher led.

Centres are reminded of the suggested 1500 word limit for coursework (page 13, section 4.6 and page29, section 6.1 in the specification). Many candidates are writing more than is necessary, especially those who are more able or have to answer several hypotheses. The use of annotated diagrams, charts and tables can prove to be an effective alternative to lengthy prose, and enables candidates to use a greater variety of skills in recording and representing data. Candidates should be warned not to include every piece of research they find, but to be more selective and include only that which is relevant, using an appendix appropriately.

This year the application of marking criteria by 36% of Centres was inaccurate and adjustments had to be made. Despite this, many Centres have demonstrated care and accuracy in their marking, providing excellent annotation on the work and helpful comments on the cover sheet. There are however still a minority of Centres where there is no evidence at all of either marking or moderation. Those Centres (all but one) whose marks were adjusted tended to be too generous in awarding marks at all levels against the criteria stated in the specification. In awarding marks Centres should be thoroughly familiar with the guidelines set out on pages 33 - 36 of the specification. Application of assessment criteria caused problems for some centres. The assessment objectives are highlighted on page 31 in the specification. Centres should read these sections carefully, together with the grade descriptions (pages 15 & 16) before marking commences. There was evidence of over marking for each of the three criteria. With respect to understanding, candidates often merely listed what they intended to do in their study, but did not explain why.

Collection and selection of primary and secondary data did not pose as many problems for marking, although candidates should be encouraged to extend their research independently in order to reach a high level. Many candidates are now clearly stating the aims of their investigation.

Some Centres were too generous with their marking for representation of data. Level 2 or 3 marks were awarded when only a limited range of techniques had been used. As in previous years evidence suggests that many candidates do, however, need to include more annotation and add keys and titles to their maps, field sketches, photos and models. Many items such as these were included, but reference was not always made to them in the written text by the weaker candidates. It is essential that candidates use a greater range of techniques to represent data and include integration of maps, graphs etc. into written work. This is essential in order to gain the marks awarded at the top levels. It should be made clear that greater use could be made of mapping techniques. Collected data could be mapped (e.g. flow lines as a result of traffic counts, land use/shop classification). It should

be stressed that merely including maps downloaded from the Internet with no titles etc. is not going to gain top marks.

Marks were sometimes generously awarded for analysis, interpretation and conclusions. Among weaker candidates, answers tended to be descriptive and they did not analyse their findings in enough detail. More reasoned conclusions and evaluation would provide a higher level response. In order to access the highest levels candidates should acknowledge the limitations of their research and suggest improvements in their final analysis and conclusion. It may help differentiation if some tasks were broken down for weaker candidates. Clear guidance and monitoring whilst coursework is being carried out would also help these candidates.

Centres are reminded that they should carry out internal standardisation of coursework and ensure that this is indicated on the work or cover sheet. It was disappointing this year to see that there was little or no indication of marking or moderation on some candidates work from several Centres.

Centres are reminded that candidates' work should be sent in clearly labelled, flat cardboard files which are securely fastened.   This year there were cases of work with no name on it, only a candidate number, and work was not secured safely falling out of the parcel. Each piece should have a completed cover sheet. Many of these were missing. Candidates should not enclose each sheet of their work in plastic wallets or submit work in hardback clip folders. In some cases coursework was not secured at all and cascaded out of the parcels when opened. This year most of the sample coursework was sent by return (within the three day deadline), arriving before half term; this was appreciated. Many more Centres are adopting the practice of providing detailed background notes about the nature of the coursework undertaken. This is both informative and useful in the moderation process and found the annotation of work proved particularly useful. Moderators would appreciate all Centres adopting this practice as it helps to determine how marks have been awarded. It is always appreciated when individual comments are made either on the cover sheets or candidates' work. This is particularly helpful when there is an indication as to the degree of help or the amount of initiative a candidate has used. Copies of the coursework units and guidelines are also useful when moderating. The moderation process would be enhanced if Centres could send MS1 and coursework assessment forms together. All staff teaching the coursework need to sign the authentication form and post to the moderator.

If candidates are to achieve the highest level, Centres should set tasks and provide a coursework structure which allows candidates to reach level 3 for all marking criteria. It is not possible for copied source materials or highly structured work, with little opportunity for candidates to show independence or initiative, to merit high marks.

At the end of the ninth year of the course (in its original and present format) it is evident that the use of ICT skills has continued to show considerable improvement and that overall investigations are well organised by teachers who provide many of the recording sheets/maps etc. and facilitate the opportunities for the better candidates to extend their research. It was encouraging to see the whole mark range being used and several students gaining 100%. More Centres are now creating their own version of the mark scheme with comments which is always helpful. There was evidence of good quality Geography in the work produced.

GCSE Geography A 1986

Chief Examiner's Report

General Comments

The third examination of the specification with its three different components proved to be a genuine test of candidates' geographical knowledge, understanding and skills application. The successful candidates had learned a comprehensive body of knowledge that they could use to support their understanding of key geographical concepts. They had also acquired the ability to apply their geographical skills both in practical situations and through map and data interpretation.

The comprehensive nature of the examining system allowed all candidates to demonstrate their strengths and there were many excellent examples of high calibre geography. Many centres have obviously put a great amount of time and effort into preparing their candidates and they are to be commended on this.

This report on the examination is based upon comments from the many examiners and moderators who were responsible for judging the work of candidates. Hopefully its use to teachers will be the advice it contains which they can pass on to future candidates, so that they can also maximise their examination performance.

Candidates, particularly in the higher tier papers, coped better with the questions which were marked by using levels criteria. Centres are reminded that all case study sections in papers 1 and 2 and extended answers in papers 3 and 4 are marked in this way. The work done at INSET meetings to illustrate how the marking criteria are applied has proved very valuable. Many candidates included place-specific information in their case study examples and therefore accessed the highest level. Where candidates are still writing vague, general answers they need to be taught how such answers can be improved. The use of case study templates is illustrated in the revision guide which has been published to support the specification (see below for details).

Although the examination system is perpetual it must be remembered that in each year the examination is a unique experience for that group of candidates. Consequently the following advice may be useful to candidates about to embark on their final preparation for the 2006 examination.

- obey the rubric instructions in paper 2;
- read each question carefully;
- pay particular attention to key words, whether they are 'command' words or setting the context or scale of the answer;
- recognise any change of emphasis within the question focus;
- recognise that questions are usually based around a theme which will provide a link between sections;
- do not repeat the same answer in different sections - such answers do not gain double credit;
- be precise when using information from maps, graphs and diagrams;
- relate questions to examples and identify appropriate case studies which have been learned;
- learn the details of case studies to give them authenticity;
- use the number of marks available for a section as a guide to the number of points needed;
- develop ideas and extend answers in order to increase the marks which can be awarded;
- re-read and check the answers if there is time at the end of the examination;

- ensure that the correct equipment is brought to the examination including pen, pencil, ruler, rubber and calculator. (Centres should ensure that some loose-leaf paper is available for purposes such as measuring).

The following books have been published by Hodder Murray to accompany the specification:
- A New Introduction to Geography for OCR Specification A
  ISBN 0-340-74707-2
- A New Introduction to Geography for OCR Specification A Revision Guide
  ISBN 0-340-87643-3
- A New Introduction to Geography for OCR Specification A (Foundation edition)
  ISBN 0-340-88674-9

Some centres continue to ignore instructions concerning the examination. These are a great cause for concern from examiners as it makes their task more difficult. Two requests from examiners of paper 2 in particular to speed up their marking process are:

1. Insist that candidates record the number of the questions that they have answered on the front page of the answer booklet.

2. Attach any extension sheets to the main answer booklet with a treasury tag. Do not merely insert loose papers inside the answer booklet.

1986/01: Paper 1

Examiners were pleased to note that in general performance of candidates on this paper continues to improve. Indeed a number of candidates performed consistently well across the paper and it was particularly evident that the majority of candidates were able to make a meaningful effort at all questions, even the case studies, which in previous years have caused considerable problems for many candidates. However, as is to be expected, there were some very weak candidates with exceptionally poor linguistic skills and geographical knowledge and understanding, who achieved little other than on the simple skills questions which used the photographs, maps, graphs and other resources provided, thus the paper as intended produced a high degree of differentiation. There were plenty of opportunities for the C and D grade candidates to demonstrate their abilities yet sufficient tasks at a basic level for all candidates who made the effort to feel that they had at least achieved some success.

In general, answers from candidates on rivers and flooding (Question 1), population growth and structure (Question 2) and environmental issues (Question 4) were of better quality than those on agriculture (Question 3), though this was not always the case. In all questions there was evidence of an improved approach to case studies from candidates within some centres, with well prepared candidates attempting to write precise answers with place specific detail. However it has to be stressed that there is still a marked difference between centres, some clearly need to think about how they can improve their candidates' performance on case studies by reference to past questions and their marking schemes along with advice given in INSET and previous examiners reports. There are still some centres where many candidates still under achieve by failing to attempt an answer for one or more case studies, or by writing brief and simplistic, generalised responses, or by failing to give an appropriate example.

The following general issues raised in previous years remain important and are repeated in order that future candidates are aware of their significance:

1. Case study answers
It is possible for all candidates to offer a response to all case study questions, there is no reason why any question should be left completely blank. Even if an example cannot be recalled by weaker candidates it should be possible for them to make a series of generic points (eg in 1cii that flooding destroys houses, ruins farmers crops and disrupts transport, in 2c that population can be controlled by providing people with free contraceptives and family planning advice, in 3c that farmers have greater access to machinery such as tractors and combined harvesters, and in 4d that natural habitats are being destroyed by deforestation). This will enable candidates to access level 2 and gain at least three marks of the five available. In order to obtain full marks candidates should answer by the use of specific statements, which are place specific in that they should, if possible, relate to their chosen example.

More detailed comments follow on each of the case studies used and it is hoped that the improvements in case study answers seen from candidates in many centres this year can be sustained by teachers ensuring that future candidates are familiar with what is required to reach the higher levels.

2. Diagrams
Where there are opportunities for candidates to show their knowledge and understanding by drawing labelled diagrams (eg 1 b ii to explain how a waterfall is formed) candidates should be encouraged to take time and care to produce accurate diagrams or sketches and always ensure that they either label or annotate them. A diagram without any form of labelling is unlikely to gain much credit. Even where there is no instruction to include a diagram answers can often be enhanced by the inclusion of one, and if space is limited the continuation sheet at the back of the booklet can always be used.

3. Terminology

 The quality of written communication carries four marks on this paper. Full marks will be gained by candidates who communicate effectively and use geographical terminology wherever possible. Whilst many candidates are now attempting to do this others do not use subject specific terminology and rarely write extended answers. This is bound to limit the mark they obtain.

4. Command words

As in any examination responding to the command words used in the questions is vital. Command words used in this specification are clear and direct, the level of language used, on the foundation tier especially, is simple and unambiguous, and there are many examples of past papers available. There is little doubt that many centres now effectively prepare their candidates in examination technique and examples of good practice are regularly seen by examiners (eg underlining or highlighting command words in each question.)
Nevertheless there are still candidates who lose marks unnecessarily by what appears to be a rushed and superficial approach. This often involves a failure to carefully read and act on the command words used, as well as a tendency to produce brief, superficial answers and/or complete graphs/maps/diagrams without sufficient care and accuracy to gain what are often easy marks as they test simple skills and understanding. Time is not an issue on this paper, indeed many candidates finish in good time and could improve their performance by using it fully.

Comments on the Individual Questions:

Question 1

This question differentiated well overall, there were some very good answers, including place specific case studies, however many which were very basic, with weaker candidates struggling to show knowledge and understanding of physical processes.
a (i)   Providing they had taken reasonable care the isoline was accurately completed by many candidates, though a significant minority did so without taking into consideration the velocity values, thus showing a general lack of understanding by missing 20 and going through 18.

ii) Most candidates shaded the whole of the area over 40 cm/sec but weaker candidates only shaded the area over 60 or the area between 40 and 60 cm/sec.

iii) and iv) Generally these questions were not answered well, except for the most well prepared and perceptive candidates. Whilst a reasonable number identified that the faster flow was skewed to the right or the outside of the meander too many simply gave a speed figure or said it was faster in the middle which is not true. Some even referred to the upper course or the river mouth showing that they misunderstood what fig. 1a represents. Whilst some good references to friction and the significance of deeper water were seen explanations generally were weak, many simply guessed why the river flows fast in certain parts, too many thinking that it flows faster in the shallow part or on the inner bend of the meander.

v) This was generally well answered – most candidates placed the labels correctly.

vi) Some candidates did not actually get to the crux of the question which was to explain what effect the speed of the river has on erosion and deposition. They would describe how a river erodes and deposits without incorporating any references to speed. Those who did so could often successfully link erosion with a faster speed of flow and deposition with slow moving water, though it was surprising that many candidates thought that both erosion and deposition increased as a river flowed faster. There is of course a certain logic in the sense

that there must be erosion to create the load to deposit elsewhere but many did not know that the river drops this load when the flow slows down.

b) i) The labels were generally correctly placed, within the tolerance accepted. Some candidates wrote labels without arrows which could be credited providing the labels were small enough and precisely placed, however those who marked arrows without labels could not gain credit.

ii) This question produced varied responses from those who knew their river processes well and could describe in detail the sequence of erosion which resulted in the formation of the waterfall, to those who really had no idea at all, referring to little other of significance than the word `erosion`, often without real contextualisation with reference to undercutting, collapse and retreat.
 A number of well prepared candidates did use excellent diagrams to enhance answers, though labelling was necessary for diagrams to convey any degree of understanding. Many opted to draw a sketch like fig 1b and adding the label hard rock without any indication that there should also be a layer of soft rock beneath it or assumed that it was the soft rock overlying the hard.

c) i) and ii) There was evidence of a wide range of case studies of river flooding though some candidates incorrectly referred to an example from an LEDC rather than an MEDC which restricted the level they could achieve in (ii).
In i) many candidates gained one mark by referring to heavy or prolonged rainfall, far less gained both by referring to saturation, deforestation, impermeable rocks, urbanization or similar ideas. Weaker candidates stated the cause as the 'banks overflowed' which is insufficient for credit as it does not indicate a reason.
In ii) there were some excellent case studies, especially Lynmouth and the Mississippi, some of which were detailed, accurate and place specific, thus obtaining full marks in both parts i) and ii). However in contrast whilst many gave an appropriate named river there was sometimes no place specific information within the answer and many scored for generic points about homes and/or farmland being damaged. Candidates who used vague wording such as 'buildings' and 'land' lost were restricted to Level 1 in part ii).
It is always encouraging to see the use of local examples and occasionally the recent floods in Carlisle and Boscastle were used by candidates, the latter being an example which almost mirrors Lynmouth yet, being in recent memory and supported by dramatic video footage, is more meaningful for candidates.

Question 2
Overall this question was well answered, it was one of the questions on which candidates scored one of their highest marks and there were many candidates who wrote very good place specific case studies. However those candidates giving similar answers to aiii, iv and v lost marks through not taking enough care to read the wording of the questions.
a) i) and ii) Most candidates gained marks for these simple skills, though there were some answers which were inaccurate, in i) where the figure had been read for the wrong bar and in ii) where enough care had not been taken to draw the bar exactly at 100,000.

iii) Generally this was well answered. Many candidates referred to the large numbers of people in Norway in the older age groups data though some simple stated that the population of Norway was larger which does not answer the question, whilst others gave reasons for the difference.

iv) Most candidates scored marks here and there were some excellent perceptive responses relating to issues such as health care, diet, hygiene and lifestyles. Some answers which referred to differences in health care purely in qualitative rather than quantitative terms did not score for the assumption that MEDC doctors and/or nurses are 'better' than their counterparts in LEDCs, rather than that there are simply more of them giving better access to care. Some used unqualified generalisations such as `quality of life/standard of living` or `better houses` without identifying how this would impact on life expectancy.

v) Again there were some excellent responses, particularly relating the impacts in terms of the higher dependency ratio and the need to spend more time and money on looking after elderly dependents. However significant numbers of candidates misunderstood the question, thinking that they were being asked for the reasons for long life expectancy again.

b) i) Generally this was well answered though some candidates quoted figures from the graph rather than giving a definition. Where the candidate focussed on the `economic` rather than the `active` part of the phrase they usually identified that these were the working age group though some quoted ages and some described at length the greater agility of the modern senior citizen to no avail.

ii) Generally well answered, most got the two countries the right way right though some candidates, rather than referring to the two countries illustrated in Fig. 2, referred generally to MEDCs and LEDCs or to different examples which was not acceptable.

iii) A challenging question which was well answered by those candidates who had been prepared to look for differences in the shapes of population pyramids rather than the lengths of individual bars. Clearly Lesotho`s pyramid, having a wider relative size of base than Norway`s (which is less pyramid shaped), indicates that Lesotho has a higher birth rate. Because the graph scales were in thousands rather than the more familiar percentage many candidates assumed this was a trick question and said, or described evidence that showed, Norway had a higher birth rate. It was encouraging that candidates who were prepared to think carefully about the resource provided related the width of Lesotho's base to the narrow top of the pyramid so the question did differentiate well.

iv) A familiar question which was well answered by many candidates, yet differentiated well with weaker candidates being prepared to make no more than one simplistic statement, typically about the lack of contraceptives or children being `needed for work/money` which are so simplistic as to be virtually meaningless. Well prepared candidates gave a range of well developed ideas, not only relating to availability, cost of and knowledge of contraceptives, but also economic and social reasons why large families are still the norm in many LEDCs.

c) Generally this case study was answered very well – mostly Level 2 or Level 3 answers, with China being the example used to good effect in many cases to provide accurate and detailed place specific responses. Most candidates knew of the existence of the `one child policy` in China and many went well beyond what was required for full marks identifying the sanctions administered to families for having more than one child (and sometimes irrelevant information about the need for the policy and its impacts, particularly with graphic reference to female infanticide, which some stated as government policy). In general candidates who chose LEDCs other than China rarely achieved beyond level 1 for simplistic statements `eg more contraceptives`. There are still a number of students for whom there will always be a corner of China that is forever Japan!

Question 3
Overall this was often not well answered by candidates, who struggled particularly with the case study and terminology used.

a) (i) Some candidates were able to recognize that this farm was a pastoral farm and impressively used the term, whilst others were able to correctly refer specifically to sheep (or animals generally), or in some cases to grazing/grassland. Arable farming or reference to specific crops was however a common error.

ii) Most candidates placed the labels correctly to score full marks although some transposed the `high moorland` and `steep slope` labels.

iii) Where candidates offered more than a word or phrase they could usually relate a feature of the landscape shown in the photograph to a problem for farmers such as 'steep slopes are difficult to grow crops on/use machinery on'. Weaker candidates stated only brief phrases

such as 'too steep' or `high moorland` which did not identify the nature of the problem sufficiently to gain credit. Some gave extreme points, which a brief perusal of the photograph would show to be untrue such as ' there are <u>no</u> roads' or 'it is too steep to farm' whilst others used weak phrases like `poor weather` which needed to be more specific.

b) (i) Whilst subsistence farming was known by some it was disappointing that such a basic term was not known to a greater proportion of candidates. Many simply guessed wildly, referring to aspects of the farm shown in the photograph such as `growing crops in water` or `using small amounts of land`.

ii) Most candidates were able to recognise that one reason plots are small is that many farmers in LEDCs are unable to afford more land, and others were able to suggest a second idea, such as the lack of machinery to undertake the level of work a larger plot would generate. Very few referred to the idea of population pressure or the impacts of traditional inheritance systems which result in fragmentation of land in many LEDCs. A common error was to refer to the fact that subsistence farmers only require a small plot of land as there is no need to produce a large output.

iii) It was surprising that more candidates did not score the full marks here, with jobs such as ploughing/digging, weeding, watering, planting, and harvesting amongst others being acceptable, however they were expressed. A common error was to refer to farming types or types of farm produce rather than jobs.

iv) Most candidates commented on the fact that machines were too expensive for farmers in LEDCs, and the difficulty of using them on such small plots was also often identified for maximum marks. Some candidates believed that it would be 'easier/quicker' to do the work by hand which misses the point of using machines, whilst there was also a common perception that the use of machinery `damages crops`.

c) This question focussed on change in farming in the UK or EU, a topic which is clearly required by the specification. Whilst there were some outstanding level 3 responses, these were relatively rare and this proved to be the most difficult of the required case studies for candidates from many centres whose knowledge was at best basic but often non-existent. Many candidates were unable to name an area in the UK or EU which they had studied and gave whole countries, or LEDC examples, or even no example at all. Geographically distinct areas with specific farming types such as East Anglia or the Lake District were ideal, though infrequently quoted, examples but answers at a smaller scale from the candidates local area served the purpose equally well. A common error was to simply name a farm without locating it within a named rural area, or giving the name of an urban area or just describing the current farming type with no reference to change. Excellent answers focussed on specific issues such as the impacts of EU policy such as Set Aside, subsidies or quotas, or of diversification. Others considered the impacts of issues such as foot and mouth disease or BSE or the changes which have taken place in farm landscapes due to increased mechanization. There were however many ideas which were expressed at the simplest level such as 'more machinery', `greater output` and `farmers grow different crops` without any specific details being included. Such answers at least enabled candidates to access level 1, which those candidates who didn`t even attempt the question did not do.

Question 4
Overall this question was well answered, and there were many excellent case studies, however answers from some candidates were basic and very superficial.

a) i) and ii) The use of a satellite image as such caused few problems here, the problems faced by some candidates being those caused by their own lack of care and accuracy, and a failure to study the image and its key in detail. Most candidates could identify a harbour and industrial area and shade in at least some, if not all, of the built up areas, though many shaded in Edinburgh correctly but not the smaller built up areas in the western part of the image.

ii) Some misunderstandings were shown here, the question, though of a very simple structure, differentiated well.

b) i) This differentiated well with some excellent answers scoring full marks for three different and specific types of pollution. As usual too many candidates referred only to `pollution` or `waste` with no development and failed to score. Equally despite the question's focus solely on water pollution many referred to `noise` or `fumes`, although a few were able to develop the latter into a point about acid raid which then gives a mechanism by which the pollution could be returned to the water.

ii) Whilst there were some very weak references to `the water/sea is dirty` which did not answer the question, most candidates at least produced a basic correct answer and picked up two marks for correctly stating that 'tourists will be put off' and 'death of fish/birds would occur' or similar. Better prepared candidates developed their ideas effectively, sometimes impressively using terms like `multiplier effect`, `ecosystems` and `food chains` to gain full marks.

c) i) This was well answered, the basic definition of sustainability given being one which future candidates should be able to learn.

ii) This differentiated well, many candidates were able to pick up marks for simple points (e.g. clean the water, limit the number of boats, dump waste elsewhere) whilst those who thought more carefully could suggest viable strategies, typically relating to increased treatment/recycling of waste water, tougher legislation and regular monitoring. At the other extreme many unrealistic ideas were suggested, typically to move the industrial areas/harbours/housing away from the shore and far too many gave vague moral points about what ships/factories/people should/should not do without explaining how the desired outcome could be achieved.

d) Generally case studies were well chosen here, typically Amazonia, and there were some excellent specific and detailed responses which referred to both people and the natural environment locally and/or globally, gaining full marks. Some candidates did however miss the emphasis of the question on the effects of deforestation and concentrated on the rates and reasons for it, whilst other restricted themselves to level 1 by making simplistic points which they could have easily elaborated upon (eg kills wildlife, causes floods, affects the atmosphere, wipes out tribes). It was disappointing to see even small numbers of candidates leaving the name of the area blank or giving a whole country (eg Brazil) or even a continent (eg Africa), and therefore restricting their answers to level 2 (3 marks) when they were able to otherwise identify and describe valid effects in some detail.

1986/02: Paper 2

General Comments

The paper allowed widespread differentiation. There were many excellent answers in which candidates demonstrated a thorough grasp of geographical principles and a detailed knowledge of place specific case studies to support their argument. However, the mean mark for the paper was lower than in 2004 and it was suggested by examiners that some schools may be entering candidates for the higher tier who may be better suited to the foundation papers. A strong characteristic of weaker candidates is vagueness in many of their answers, especially where case study knowledge is required. If candidates are to reach level 3 in case study sections there is a requirement that their answer is place specific in addition to being comprehensive. A good way to test this requirement is for candidates to read their answer and 'cover up' the name of the case study. A suitable answer will be recognisably about a particular place or event through the detailed references being made.

The following advice may help candidates to improve the general standard of answer on this paper.

- Aim to develop each idea so that their answer does not emerge as a list of similar points.
- Read the entire question carefully before they begin their answer. Decide which section requires which information, thereby avoiding repetition of answer and the time that is wasted.
- Take note of the command word so that the answer is relevant to the question.
- Use the mark allocation as a guide to the amount of detail or number of responses required.
- Use resources such as maps and photographs carefully in order to make use of the detail they include.
- Plan your time carefully as there was some evidence that candidates were rushing to complete their final answer or leaving it incomplete.

Questions 1, 3 and 6 were most popular in sections A, B and C but there was no significant difference in popularity between the questions in section D. It is inevitable that given choice some topics in the specification will be more appealing to candidates than others. Nearly all candidates answered their four questions in numerical order and progressed through the four sections from A to D. There was little evidence of any attempt to evaluate questions before starting to answer them or rough plans for answers. Candidates are again advised to read through the whole paper before they begin their answers in order to pick out their best-known topics to start with. Also they should plan their answer in order to check relevance to the question before it is too late.

Very few candidates infringed the rubric requirement but time management may have been an issue for some candidates who failed to complete their fourth answer. Some candidates also lost marks by mis-reading or misinterpreting sections and consequently writing irrelevant answers.

Comments on Individual Questions

1. (a) (i) Many candidates scored one mark by stating that water flows faster on the outside of a meander. This statement was probably drawn from their knowledge rather than from evidence from Fig.1 as they then continued to give reasons and there was no attempt to use the information given to describe how the velocity varies. Candidates found it difficult to interpret the cross section, perhaps being more familiar with a plan of a meander. In a minority of cases candidates recognised that the water actually flows slowest on the very outside, i.e. near the banks and a few stated that

the flow is also slowest near the bed of the river. If candidates are asked to 'study Fig.1' and then 'use evidence from Fig 1' they must follow the instruction.

(ii) Most candidates are familiar with where erosion and deposition occur within a meander.
(iii) Only the more able candidates focussed their answer on how energy or force or power of the river affects processes. There was much repetition of statements from parts (i) and (ii).

(b) This was well answered with some high quality diagrams or series of diagrams to illustrate process. There was some confusion with the position of the hard and soft rocks but on the whole candidates showed a good understanding of how waterfalls are formed.

(c) Case studies had been well learned. The Rivers Lyn, Rhine and Mississippi were the most popular choices and these gave candidates the opportunity to reach Level 2 with ease as specific causes linked to particular floods were quoted in well-developed statements. Candidates also did not concentrate their answers on climatic causes but showed breadth of knowledge by including the impacts of urbanisation and the characteristics of the catchment area. Many answers were place specific and so reached Level 3. Weaker candidates made the mistake of concentrating on effects rather than causes of flooding.

2   (a) (i) Many candidates gave good descriptions of how the landslip has affected the coast in terms of the impact on the beach itself, on longshore drift and on the footpaths. The building in danger of collapse was also noted. However, weaker candidates failed to use the photographic evidence which was provided for them. Also some candidates gave an explanation of what may have happened rather than the required description.
(ii) Reasons for the landslip were not clearly understood by some candidates. Most realised that the sand would have been saturated but many missed the influence of the solid rocks at the base causing a build up of water due to their impermeability. The process of slumping was frequently only partially described. The ideas of lubrication and increase of weight were often omitted. Some candidates thought that the damage was done by waves eroding the top of the cliff.

(b) (i) Although some candidates stated that the seawater went into the drainage pipes and so had less impact on the cliff, generally the idea of rainfall drainage was understood by most candidates. However, relatively few candidates realised that the vegetation would help stabilise the soil. A common misconception was that the vegetation was using up the surplus water. The role of the steel sheets in reinforcing the cliff was generally understood.
(ii) Candidates were very familiar with methods of coastal protection and sometimes went into too much detail in describing them. The examination paper instruction was to 'briefly' describe. Candidates cannot afford to waste time writing detailed answers where conciseness is required.

(c) Candidates answered this question quite poorly. Too many described features produced by erosion. Few candidates reached Level 3 in their answer. Although longshore drift was generally understood as an important process in the formation of the features chosen, usually a spit, there was little attempt to explain why the material was deposited after it had been moved along the beach. Ideas were often muddled and lacked any sense of a sequence within the process. Diagrams were generally vague and poorly labelled, in contrast to the excellent diagrams produced in Question 1. Descriptions of the features often lacked the detail required to gain level 2.

3   (a) (i) This simple graph interpretation question was usually answered correctly.
(ii) Many candidates showed their clear understanding of the term. However, some candidates described who the dependent population were in terms of age groups rather than explaining the meaning of the term. This failure to link dependent population to work was the most common failing.
(iii) Two marks were often scored here through correct interpretation of the data. This question required a short response and did not ask for the detailed description given by some candidates.

(b) (i) Although some candidates thought that the birth rate was 270,000 in 2025, the majority of candidates answered this well and usually quoted correct figures to illustrate their answer. Relatively few candidates referred to the shape of the population pyramid in their answer.
(ii) There were some interesting views put forward about the impacts of an ageing population, including the fact that nightclubs and funfairs would disappear. Candidates had been well prepared for this type of question and the answers were excellent and covered a range of ideas, with both economic and social problems incorporated into the best answers. Many clearly understand that the ageing population is going to be a burden on the working population in many respects. Unfortunately most answers focused on negative outcomes with no attempt to see any positives.

(c)   The 'one child policy' of China had been learned well by many candidates and details of the different methods of influencing the birth rate were given. Some candidates wasted time in giving the background to the situation and also dwelt at length on the effects and consequences of the policy, neither of which were required by the question. This kind of error reveals poor examination technique. Whilst the vast majority of candidates focused their study on China there were other good responses about India, Brazil and Sweden. Unfortunately the weaker candidates continue to confuse China and Japan.

4   (a) Most candidates were able to match the photographs to the correct location.

(b) (i) Many candidates did not look carefully enough at the photograph and gave the incorrect answer of 'north-west'. However, there were candidates who did work out the correct direction.
(ii) Although many candidates used the key to correctly identify the difference, it must be emphasised to candidates that they need to state the difference between the two sections of King Street by reference to both areas, not merely what one part of it was like.

(c) (i) Candidates deduced a variety of attractions from the map and recognised the pleasant environment and gave an example of what makes it pleasant. Many stated that it is near to the CBD, but that is given in the question, so to gain marks it was necessary to explain what the CBD was accessed for or how it was accessed. Some candidates used the scale and decided it would be possible to walk there, which was a good point.
(ii) Some candidates focused their answers on the CBD itself and failed to gain many marks. Others used their case studies to help them answer this question and detailed re-generation schemes in inner city areas and their effect on quality of life. Problems of these areas were well understood and so the solutions were well expressed. Answers included environmental and social improvements as well as building developments.

(d) The case study produced various responses. Some candidates focussed incorrectly on reasons for the location of the shopping centre. Others wrote about the impact of these centres on shops in the CBD. A third incorrect focus was on the

effect of the shopping centre on the local area. Only better performing candidates concentrated their answers fully on the advantages and disadvantages of these shopping centres for shoppers. There was a degree of vagueness in responses such as 'it is further to get to'. This statement is meaningless as it depends where people live, it could be much closer than the CBD for many people. 'There is a lot of traffic congestion' was another common statement, but that also applies to the CBD. Answers which stated that there is less traffic as there are no commuters like in the CBD, were worth credit. It was the answers that considered the ease of access by car from a specified motorway junction or the problems of access for people without cars due to the absence of a focus of public transport routes that reached Level 2, and Level 3 if the answer included specific location details. Some candidates who are obviously familiar with these centres did make some attempts to assess the variety of shops available and concluded that it might still be necessary to go into the CBD for specialist shops. This was a way in which a simple statement could be developed. Answers most commonly focussed on the well-known regional shopping centres, although some candidates used a local example successfully.

5   (a) This question was well answered with most candidates knowing the meaning of the key words.

(b) Candidates mainly scored one mark by contrasting the grazing land with the rice crop. Many did not fully understand the term 'land use' and described the size of the farms, which is impossible anyway considering the 'scale' of the photographs. Some candidates did, however, attempt to explain the differences in terms of intensive and extensive, although the actual terms were not always used.

(c) A question that asks how the physical factors may have influenced farming in an area is often quite poorly answered. Many candidates did not focus on the physical factors which would be experienced in the area shown in the photograph. Answers were very general and covered all eventualities e.g. 'if the soil is fertile then crops will be grown…. if it is dry crops won't grow very well'. Other answers were too vague e.g. 'the hillsides are good for sheep…it's too hilly for crops…' etc. To score marks candidates needed to suggest why the hillsides are used for sheep and why the hills mean crops are unlikely to be grown?
(ii) Candidates were actually given the inputs on the diagram but again they had to relate them to the farming environment shown on the photograph. It was not enough to mention that the farmers were too poor to have any machines or buy chemicals or hire any labour. This was only one point made. These ideas needed to be developed and some were, along the lines of using water buffalos and manure from these as fertilisers. Many candidates also correctly suggested that the family provided labour and much work was done by hand.

(d) There were many excellent answers from candidates who knew details of their case studies and referred to the impact of EU policies. The introduction of quotas and set-aside and also BSE and the foot and mouth epidemic were well explained although some candidates forgot to state how they had changed the farming enterprise they had chosen. Diversification was a common theme. Candidates usually made an attempt to relate their answer to a specific farm or farming area. Some candidates wasted their time by describing how the farm was organised and its origins before describing the changes.

6   (a) The question was generally well answered with comparisons being clearly made, although the actual figures given were not always very accurate. To gain full marks candidates needed to use the figures to make the comparison, not merely quote numbers from the graph.

(b) Some candidates failed to read the question carefully and didn't use the graphs to explain the pattern of visitors. They merely stated what the climate was like in Palma

and implied this was why visitors went there. The most common answers focussed on temperature and rainfall differences in summer. Only the best answers included additional reference to winter differences.

(c) (i) Unfortunately many answers did not show understanding of sustainable development. Some candidates thought the money should be spent on building more hotels which would keep the tourists coming. Others gave vague answers such as 'repair the damage caused by the tourists' but these were not developed to say how this could be done. However, there were some good answers which covered a whole range of ideas such as the promotion of solar panels, the advertising of eco-friendly cycling holidays, as well as the more common ideas about repairing worn out footpaths. Although responses which focussed on providing litter bins and cleaning beaches were credited, they did not show much understanding of sustainability.
(ii) There was some uncertainty in answers to this question as many candidates thought it was the locals who had to pay the eco-tax and so it was obviously unpopular, as they hadn't caused the damage. This confusion suggests that these candidates did not read Fig 6c carefully enough. However, many candidates did gain credit by recognising that this tax may put off visitors leading to a possible loss of jobs and income in the resorts.

(d) Candidates who used Kenya as their case study often scored high marks in Level 2 and frequently reached into Level 3 if they referred to specific places.
Both advantages and disadvantages were stated in well-balanced answers. Candidates were very knowledgeable about the problems caused by tourists. In the most comprehensive answers issues concerning both people and the natural environment were raised. Other less common examples were studies of Jamaica and Thailand although these often resulted in more generalised statements about tourism. Some candidates read the question incorrectly and chose an MEDC, most commonly Majorca.

7 (a) (i) Few candidates scored maximum marks on this question. Many just stated that B2 was mainly farmland and C2 was mainly housing. Candidates generally did not look in sufficient detail at the satellite image and failed to make enough use of the key. Those that did look more carefully noted the harbour, industrial area and airport among other things.
(ii) The question discriminated well. Statements from weaker candidates were very vague such as 'the boats will cause pollution' or 'industries will pollute the water'. These answers missed out any link between the source of the pollution and its effect. Weaker answers also included reference to air pollution and acid rain. Better candidates, however, did pick out the river running through the farmland and realised that chemicals from the farms would be a source of water pollution. Also that sewage from the urban areas would finish up in the sea.

(b) This question was well answered by many candidates, although weaker answers were not linked to tourism.

(c) Some interesting solutions to improve the quality of water included 'remove the industries to somewhere else', 'close the harbour' and 'stop farmers using fertilisers'. Other common answers stated 'prevent industries from polluting the water' or 'don't let them dispose of waste' or 'get them to dump it somewhere else'. Unfortunately the candidates did not elaborate on how these ideals could be achieved. Better answers focussed on ideas such as implementing fines, education, and recycling.

(d) Candidates who read the question properly scored high marks, but too many focussed on the causes of deforestation, its impact on the local people or the effects globally. Impacts on the local natural environment were generally well understood with details of numbers of species lost and examples of such species were often given to develop the idea of loss of habitat. The role of the canopy in intercepting the

rain and preventing soil erosion, leaching and flooding was well understood. Many gave excellent descriptions of the effect of the removal of humus from the ecosystem.

8   (a) (i) This relatively simple skills question posed few problems.
(ii) Similarly most candidates were able to identify a similarity and a difference by interpreting the pie charts.

(b) (i) The fact that there is open land suitable for flooding was identified but few other valid reasons were given. There was little reference to climate or relief as possible location factors.
(ii) This question was poorly answered with some candidates stating that the trees need water and that if there was a fire there would be plenty of water available. Better answers focussed on the link with tourism and that forests make the reservoir less obtrusive.
(iii) There was some confusion as some candidates wrote about the conflict between the military and farmers. This was a clear illustration of candidates misreading the question. Weaker candidates failed to develop their ideas. A statement such as 'the ramblers drop litter' does not explain how this brings them into conflict with the farmer. Similarly 'the training disturbs the horse riders' but the answer does not explain how. Fortunately such answers were the exception and most candidates were better prepared for the topic of conflict and developed their ideas well. The framework of two conflicts provided in the question seemed to focus the responses of most candidates

(c) The answers to the final case study were very variable. The best examples used case studies such as china clay mining on Dartmoor and limestone quarrying in the Peak District. Answers were not restricted to National Park areas. Many candidates focussed on old coal mining areas and their subsequent decline. A weakness of many of these answers was that the statements could have applied to anywhere and so did not achieve Level 3. The best answers concentrated on the economic and environmental effects on local people. It was encouraging to note that most answers now refer to specific types of pollution as well as what causes them or what effects they have on the local community.

1986/03:Paper 3

It was felt that the examination differentiated well and was wholly appropriate to foundation level with a range of performance which covered all marks.   At the top end there was a slightly improved performance, with more candidates than previously being able to apply the full range of skills and understanding required, though as is to be expected much variation was seen in quality of performance, both between and within centres. In many centres the majority of candidates appeared to make a genuine effort, answering all sections, even if their answers were limited in some parts, and all but the very weakest or disaffected, who left the bulk of their scripts blank, must have felt that they had achieved at least some measure of success. It was encouraging to observe how candidates from some centres were attempting to develop their answers in those questions which offered an opportunity for extended writing. This is to be encouraged as there seems to be little if any pressure on time to complete the paper, thus other centres could benefit from impressing on future candidates the need to spend more time, care and thought on reading and answering the questions, in order that marks are not lost unnecessarily through careless errors and inaccuracy.

Most candidates attempted all parts of both questions, and there was little to choose between overall performance across the two questions though there was a tendency for the higher ability candidates to answer question 1 more successfully than question 2, the reverse being the case for the weaker candidates.

 Several sections highlighted difficulties which some candidates continue to experience with some basic mapwork skills, whilst others highlight weaknesses in the understanding of the issues involved, in this case the generation of electricity. Whilst there were some excellent answers relating to wind power and nuclear power, there were also many simplistic responses and responses which showed no understanding whatsoever of the nuclear debate, an issue which centres will want to address with future candidates at this level.

Comments follow on individual questions.

Question 1
a) A successful start for many candidates who were able to handle the basic skills required and were clearly well familiar with the drawing and interpretation of pie charts.

i) Most candidates scored full marks, having placed the segment line within tolerance and shaded or labelled at least one of the segments. In general where marks were lost it was usually for inadequate or incorrect labelling.

ii) Virtually all candidates scored the mark although there were a small number of extreme answers such as 34% which could only be derived from looking at the wrong segment, or 63% which demonstrated a lack of understanding of how pie charts work.

iii) This too was answered well with all but the weakest candidates able to score both marks. A few simply copied the order for 1990 or copied/amended the rank order numbers.

(b) i) Generally this was answered well, although a number of candidates had the numbers the wrong way round or had 4093 as their answer. Surprisingly some gave 6 figure references which were credited providing the significant digits were correct.

ii) Candidates familiar with the term 'settlement' correctly identified Tregele, others suggested the public house or telephone whilst some gave the name of the isolated farmhouse at Penrallt. Some candidates lacked the knowledge of basic terms, such as settlement, inevitably this adversely affected their performance on questions such as this.

iii) Whilst some candidates scored both marks for these skills tasks many did not as the task not only required careful study of the key (for the sandy beach symbol especially) but also required care and accuracy. Many failed to accurately shade an area of sandy beach, many offering random shadings inland or shaded areas on the coast which were far too extensive. Few appreciated that the map had been reproduced on half the scale of the OS map, so shaded areas were too large. Whilst in general the road was completed with much greater accuracy than the beach some candidates did not attempt to show it at all , others failed to keep it between gridlines 93 and 94, or did much represent the change in direction between gridlines 37 and 38 and placed it too far south, especially at the eastern edge of the map.

c) A more careful reading of the instructions was required here with some candidates answering the correct question but in the wrong place! Not enough attention was paid to "appearance" in i), "site" in iii) and "reasons" in iv) therefore marks were lost unnecessarily here. Having said that, a lot of candidates did score very well on iv) but they would have done even better if they had acted on the words "use evidence" in the question rubric.

 i) Many excellent descriptive points were made, whilst many candidates did score both marks for describing the appearance of the wind generators marks were lost by other candidates as they described site and situation and/or reasons for their location here instead.

ii) This was a challenging question which required the use of a 6 figure reference to locate the point from which the photograph was taken and the use of the key to identify the wind generators. Once this had been done the direction itself (east) was relatively simple to work out but those who got there showed good skills. The most common error was `north-east`. Others gave 'west' which might indicate they had located the points but reversed the instruction.

iii) A common misunderstanding was of the word site and some described the situation, appearance, purpose or location of the wind generators. Those who were familiar with describing sites made pertinent points about sloping land, hills and farmland, though few actually quoted heights and sometimes those who did so failed to give units of measurement. The use of the terms `highland` and `mountains` was common, though inappropriate in this case where the land ranges in height from 40 to 55 metres above sea level. It is regrettable that so many candidates express their ideas negatively, as, for example "it is a gentle slope" is a much more accurate statement than "it is not *very* steep", which could still be steep. Although negatives are credited, their use did have adverse effects in this question in cases where the candidate described what was absent rather than present at the site.

iv) This question proved to be a good discriminator, as some candidates merely made basic points about location, whilst others developed each one with a reason. It was surprising that so few referred to map evidence, though they explained the location of the wind generators very competently. Level 3 full marks answers were relatively uncommon as few candidates were able to tie in their remarks to specific OS map evidence such as contour heights or the actual distance from specific features like the sea or named settlements such as Cemaes. Weaker candidates tended to list copious simple statements without any development or explanation of how they are helpful to wind farms limiting themselves to Level 1. Level 2 responses typically linked the higher, open or coastal site to greater wind speeds or the location away from settlements to the reduced impact on people in terms of visual effect or noise.

Question 2

(a) i) The grid reference was often correct , although 359939 was also a common incorrect choice.

ii) Most could circle the correct distance, errors made generally being the choice of either 1.5 or 3.5 km.

iii) There were good answers from many candidates, relevant to the question asked, with good development, typically reference to the building being ugly (often developed with a variety of reasons), the fact that the large building is so prominent and that it blocks a potential view of the sea. In contrast others misread the question and considered how the power station spoilt the view of the houses and others digressed into why it would be difficult to sell the houses or how the building blocks the sunlight. Some extreme answers focussed on impacts which were simply not true, even from the most casual glance at the photograph, such as smoke obscuring the view or the power station blocking out the light or the whole sky. Some well thought out responses suggested that the power station may have little impact as it may not be possible to see it from the houses, especially as trees screen the lower part. These were of course credited.

iv) Most scored well on this simple task. It is debatable whether any form of accommodation actually forms an attraction in itself but the camping and caravan site was credited for one mark, however those candidates who split it between two lines threw away a mark. Weak candidates named tourist features from the OS map key which were not present on the map such as horse-riding, museum and information centre and the selection of `parking` as a tourist attraction was a common error.

v) Despite its simple style this task differentiated particularly well, many did score both marks but all the distracters were chosen by a considerable number of candidates, particularly `close to a motorway`. It was surprising that some candidates only chose one statement rather than two despite the clearly worded instruction.

vi) This question differentiated well, most candidates were able to score at least one mark but many scored full marks. Where the candidate had read the instruction and dealt with the features and/or advantages of the location they scored well, even where there was no development of the basic map evidence such as 'near the sea`, `near a main road`, `gentle slopes` and `near a town'. Others did state points of location and developed them, either approach was acceptable.

 Weaker candidates tended to repeat their answers from question one about wind from the sea or imagined nuclear power stations only supply a very local market rather than the National Grid. Unfortunately for some candidates, the mountains and motorway they had wrongly selected in (v) were again referred to erroneously. A considerable number of candidates had little idea about the scale of settlements, as they considered Cemaes to be a city. Some candidates could not transfer their thinking from wind farms to a nuclear power station. Others were of the opinion that it was sited near a sewage works for the disposal of its waste.

b) Whilst this question differentiated well it was a question which sometimes let down even those candidates who had done well on the rest of the paper. That having been said there were some excellent balanced answers, though these were in the minority. Here the candidates were able to apply their understanding about radiation leaks, the possibility of meltdowns, the health consequences such as cancer or leukaemia or conversely the benefits such as the sustainability and the benefits of relatively pollution free power, at least in terms of the atmosphere, global warming and acid rain. In contrast many referred to local issues, especially jobs, rather than national issues and relatively few candidates identified problems or benefits that were specific to nuclear power generation rather than the generality of electricity production. Some either copied wholesale or dredged vague and irrelevant points from fig. 2 which is clearly about the temporary problems of one named plant. The instruction to write about national and global issues was largely ignored. There

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was widespread ignorance about nuclear power, as it was frequently blamed for global warming, destruction of the ozone layer and acid rain. Indeed on balance more candidates suggested that it would be likely to increase global warming rather than reduce it. There was a considerable degree of certainty amongst candidates that nuclear stations would be bound to leak or explode and many very simplistic answers. Only candidates from a few centres wrote detailed well-balanced answers and this is clearly an issue which many centres need to address with candidates at this level.

1986/04: Paper 4

General Comments

The overall level of performance of candidates was slightly better than in 2004. Nearly 90% of candidates were able to gain at least half marks, and approximately one quarter of the candidates scored above 30 marks. Generally candidates scored better on question one. It is pleasing to report that candidates appeared to have enough time to complete the paper and include extended answers where required. They need to be reminded to check through their answers, if they have time. This may eradicate some of the careless mistakes. One disappointing feature was the lack of understanding shown by candidates in some centres of the whole topic of energy production, and particularly nuclear energy. There was some indication that candidates in specific centers appeared not to have studied the topic of energy. Thus there was a variation in standard between different centres. This also suggests that some candidates may have been better prepared to cope with the demands of the paper. Some centres may need to give more time to practicing past questions in order to improve map and graph skills and allow greater insight into topics where understanding of an issue is required.

It is important for teachers to impress upon their candidates that this paper is not just a test of geographical skills. One third of the marks on the paper are allocated to the understanding of geographical issues. This year the topics of wind farms and nuclear power stations tested this objective.

Concerns were once again expressed by examiners about the failure by some candidates to read and follow command words. Thus candidates lost marks through explaining when the question asked for description, and by failing to use map evidence when it was required. The geographical term 'location' presented some candidates with a concept they did not fully understand.

Three pieces of advice that may help to raise the standard of candidate responses are:

- read each question carefully and note the specific instructions
- read all questions in a section and plan ahead so that the correct focus is given in each answer
- use the mark allocation as a guide to the amount of time to spend on an answer

Comments on Individual Questions

1 a.   This question provided a relatively easy introduction to the paper and was well answered by the majority of candidates who were able to make simple deductions from the pie graphs.

b(i) Most candidates were successful in gaining this mark. Relatively few named an incorrect wind farm from other side of the 6m/sec line.

b(ii) There were very few wrong answers.

b(iii) Candidates achieved the full range of marks at all levels. Weaker candidates described the distribution but did not attempt to explain the pattern they had identified. Therefore their answer remained at Level 1 rather than going to Level 2. Candidates need to be encouraged to link ideas, in this case how the power stations are distributed and why. Most candidates gained Level 2 credit by reference to stronger winds, but fewer candidates were able to see the reasons behind this. Candidates should be encouraged to focus on where wind farms are located, not where they aren't. A few candidates confused east and west. Although some candidates used the names of the wind farms well to provided examples, many failed to do this despite clear instructions to 'use map evidence'.

c(i)   Surprisingly this question was poorly answered, even by more able candidates. Some candidates were using directions such as NEE and SEE. There was often a difference between centres in the proportion of candidates who worked out the correct direction.

c(ii)   Despite the wording of the question many candidates failed to give a personal opinion in their answer. Higher tier candidates should be used to this style of question which asks for their view on a geographical issue. The arguments of some candidates were not balanced and referred to 'pollution', or eyesores and visual pollution as if they were two different ideas. Many candidates limited their answer to Level 1 by referring to the ideas of 'noise' and 'visual pollution' but they did not achieve Level 2 because they failed to explain why they were an eyesore or noisy. Many candidates focused on negative comments about wind generation and therefore they were unable to access Level 3 as they had not given positive and negative arguments.

2 a(i)   The question was generally answered well. The majority of candidates were able to interpret the photograph in sufficient detail to score both marks.

a(ii)   This was also well answered by many candidates who were obviously familiar with the concept of 'site'.

b(i)   In contrast to the previous question many candidates did not seem to understand the word 'location'. Similar questions have been set in this paper in previous years but many candidates failed to recognize the difference between location and site, and tended to repeat their earlier answer. Where candidates did focus on describing location many referred to proximity to insignificant landmarks such as forested areas or the sewage works rather than named roads, settlements or rivers. Many candidates over-used the description of 'near to' or 'close by'. Such statements were restricted to one mark. Where candidates did score maximum marks it was by reference to direction and distance from named features.

b(ii)   The question provoked many Level 1 responses, because not all candidates developed their initial ideas. Where candidates did develop simple ideas such as by saying 'the site was large which allowed for expansion' and 'there was a potential labour force at Cemaes' they accessed Level 2. To achieve Level 3 it was necessary to give appropriate map evidence. A common misconception referred to the benefit of the sea or sewage works as a potential dumping ground. Many candidates were side tracked by the idea of a site secluded by trees and did not think that the trees could be an after thought rather than a siting factor. A disappointing feature of many answers was the failure to develop the ideas with particular reference to the nuclear power industry. Hence candidates often wrote about transporting goods or materials to the power station instead of referring to uranium or nuclear waste.

c   The final question produced a wide variety of response. As in the case of wind turbines candidates tended to focus on negative arguments rather than positive ones. This prevented candidates accessing Level 3. More able candidates did refer to developed ideas for and against nuclear power and often referred to the global effects of Chernobyl. In contrast weaker answers referred only to unspecified 'danger' and 'job creation' again missing the focus on nuclear power production. Too many candidates incorrectly referred to the greenhouse gases given off by nuclear power stations and their contribution to global warming or acid rain.

Report on Coursework 1986

In the third year of this Specification it was never going to be likely that problems in the moderation process would increase. Although a few new Centres joined 1986, the majority of Centre staff have previous experience of operating the assessment scheme. Not surprisingly, therefore, in only a small proportion of Centres (10%) was a change to Centre marks recommended by the moderator and implemented by OCR.

In the majority of instances the recommended change was in a downward direction, principally due to over valuation of closely directed group based enquiries in the top and middle sections of the marks range. In a few Centres there was an upward adjustment most commonly the result of under evaluation of individual candidate enquiries, for which the worth of the initiative demonstrated by the candidate was not fully awarded. This was most noticeable in Centres which operated a policy of individual enquiries throughout the ability range, where their lower ability candidates were adjudged to have been harshly treated. The moderator's role is to check, as a detached outsider, that the coursework was conducted according to OCR guidelines, that administrative procedures were carried out effectively and that a Centre's overall levels of assessment for the worth of the work of their candidates is in line with standards used in other Centres for this Specification. The Moderator confirms that the majority of the totals given to the Centre candidates are reasonable, taking into account quality of work produced in relation to levels of teacher guidance, candidate initiative, amount of work undertaken and its complexity. In other words are the marks realistic?

As stated in last years report, Centres who continually push the tolerance limits will see a downward adjustment in their marks. Centres that continue to push the tolerance are noted and will see evidence of a downward adjustment if they fail to take notice of the warning.

Most moderators reported having seen some outstanding pieces of coursework which would not have been out of place in a university setting, and clearly worth far more than maximum marks. As a moderator it is always delightful to see work of this quality but it is a concern as to how much time candidates are investing in a piece of work that is worth only 25% of their final mark. Excellent work is not unique to the selective school and some Centres with a broad ability range produce well structured and written work from even their least able.

At least 80% of all Centres work is a pleasure to moderate. Administration is efficiently and accurately undertaken, requested samples dispatched quickly and background information supplied. However, of the remaining 20% there is room for improvement in all areas mentioned above. In about 2% of the Centres the problems were significant. Again the most common administrative errors were:

- Sending all the MS1 documentation to the Moderator; the top copy should go Cambridge, the middle copy to the Moderator and the bottom copy (yellow) is retained by the Centre. As the Moderator copy is a carbon it is helpful to make sure that the marks can actually be read.
- Entering zero or Absent on the MS1; zero equates to work that has been submitted but is of no Geographical worth. Absent is where no work of any description has been submitted.
- Not meeting the deadlines. May 15th is the final date for the submission of coursework marks to OCR and the Moderator. The date will always be the 15th May – this is not the date to start thinking about sending off your marks but the date they must be received by. In a small minority of cases there will be a genuine problem and Moderators will be sympathetic to this but increasingly it is the same small minority of Centres that simply fail to be organised.

It is pleasing to report that fewer arithmetical errors were found this year and all but a very few Centres remembered the Statement of Authentication forms.

In a number of cases Moderators and Centres have been working together for several years and it is always rewarding to see that advice given in the previous session has been taken and improvements to the submissions made as a result of Moderator comment back to the

Centre. Unfortunately this is not always the case and several Centres will have found their marks reduced again for exactly the same reason as in the previous year. For example often marks are reduced for lack of variety and complexity of data representation techniques (bars and pies in great number are the favourite) In the report back to the Centre this is highlighted, together with suggestions as to how to improve the situation (often very simply with the inclusion of flow lines, proportional circles, located bars, kites, isoline maps.......) yet the following year pies and bars appear again with no other techniques included.   If Geography Departments do not see their report from the Moderator please chase the Examinations Officer.

It is a hard job moderating completely in the dark, some background to the nature of the coursework process is always welcome. The majority of Centres now do this as a matter of course but there are still departments who simply say 'no help given' even when it is clear every candidate has undertaken the same enquiry, used the same base maps and recording sheets and come up with the same conclusion. Help and guidance is all part and parcel of good coursework practice – do not be afraid to tell the moderator. At least one candidate always gives the game away either by including a copy of the instructions issued or stating in the write up 'we were told to do this'

Many Centres are to be congratulated on the quality of their coursework guidance booklets. Candidates know what is expected of them, are given a clear outline of how and where the marks are awarded and feel secure in the framework provided. Also staff comments on either the OCR cover sheets or internally generated ones are much appreciated. One of the favorites this year was seen next to the words 'long shaw drift' "how spell check in the wrong hands can perpetuate and increase ignorance"

Yet again it is disappointing to see a further decline in the number of Centres undertaking individual enquiries. Those Centres who continue down the individual route should be proud of their achievements. The range of enquiries is impressive and very interesting and the majority of candidates really enjoy undertaking the work. Candidates are refreshingly honest in their evaluations and the majority take a real pride in what they produce. The one time when individual work is not beneficial is when enquiries lack a clear focus and turn out like a typical lower school project.   Titles such as 'White House Farm' 'The Weather' and 'Birmingham' should illustrate the point.

One area where many Centres could easily boost their candidates' marks is via data representation. Often a very good range of data is collected but the candidate fails to do anything much with it. As in previous years pies and bars dominate (often well into double figures and one per page - the only beneficiaries of this are the ink cartridge manufacturers) A range of data representation techniques should be encouraged. Spatial awareness is still lacking in many enquiries. It is often possible to read a CBD enquiry without knowing which town or city is being investigated. Assume the Moderator has no idea where a particular place is, encourage candidates to set the scene with two or three location maps at a variety of scales to give a sense of place. A sense of place is also important when comparing say environmental quality surveys along an urban transect or comparing river cross sections along a stretch of river. Also encourage the use of appropriate Geographical terminology. 'Tops' and 'bottoms' of towns were common place this year – the conventional points of the compass are much more helpful.

The eradication programme of plastic wallets and ring binders appears to have failed despite encouraging signs this time last year. An epidemic was reported to have spread from the West Midlands and an isolated case recorded on the South Coast. Over the years the use of plastic wallets and ring binders has reduced from the former mountainous levels but there is a worrying trend that could indicate a comeback. First impressions do count and this is no different in the moderation process. A sample that arrives with each piece of work in a uniform wallet file, each one clearly marked up with the candidates name and number gets the moderation process of to a positive start.

There is much to be proud of with regard to coursework. The majority of Centre staff work hard to encourage and get the best out of their candidates. There will always be room for improvement but in some Centres this will be hard work as high standards are clearly already in place.

Entry Level Certificate Geography A (3986)
June 2005 Assessment Session

Component Threshold Marks

Component	Max Mark	3	2	1	U
1 – Oral Test	20	14	8	3	0
2 – Coursework	50	34	23	9	0
3 – Written Test	50	32	22	11	0

Option/Overall

	Max Mark	3	2	1	U
Percentage in Grade	100	43.2	44	12.3	100
Cumulative Percentage in Grade	100	43.2	87.2	99.5	100

The total entry for the examination was 489.

**General Certificate of Secondary Education Short Course Geography A (1086)
June 2005 Assessment Session**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	60	-	-	42	35	29	23	17
Paper 2	60	38	31	25	19	-	-	-
Coursework	100	79	67	55	43	32	21	10

Specification Options:

Foundation Tier

	Max Mark	C	D	E	F	G
Overall Threshold Marks	100	65	54	44	34	24
Percentage in Grade	-	14.5	21.9	23.2	22.6	8
Cumulative Percentage in Grade	-	14.5	36.4	59.6	82.2	90.2

The total entry for the examination was 330.

Higher Tier

	Max Mark	A*	A	B	C	D	E
Overall Threshold Marks	100	77	66	55	45	35	30
Percentage in Grade	-	6.5	19.2	27.9	29.1	12.3	2.4
Cumulative Percentage in Grade	-	6.5	25.7	53.6	82.7	95.0	97.4

The total entry for the examination was 421.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	3.8	11.2	16.3	23	16.2	11.1	9.4	3.4
Cumulative Percentage in Grade	3.8	15.0	31.3	54.3	70.5	81.6	91.0	94.4

The total entry for the examination was 751.

General Certificate of Secondary Education Geography A (1986)
June 2005 Assessment Session

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	80	-	-	54	46	38	30	22
Paper 2	80	50	41	33	22	-	-	-
Paper 3	40	-	-	27	23	19	15	11
Paper 4	40	28	24	20	16	-	-	-
Coursework	100	79	67	55	43	32	21	10

Specification Options:

Foundation Tier

	Max Mark	C	D	E	F	G
Overall Threshold Marks	200	125	105	86	67	48
Percentage in Grade	-	24.3	27.9	23.5	14.4	7.1
Cumulative Percentage in Grade	-	24.3	52.2	75.7	90.1	97.2

The total entry for the examination was 8716.

Higher Tier

	Max Mark	A*	A	B	C	D	E
Overall Threshold Marks	200	154	135	114	94	69	56
Percentage in Grade	-	14.4	25	30.3	21.7	7.7	0.7
Cumulative Percentage in Grade	-	14.4	39.4	69.7	91.4	99.1	99.8

The total entry for the examination was 14763.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	9.2	16.1	19.4	22.7	14.9	8.9	5.1	2.6
Cumulative Percentage in Grade	9.2	25.3	44.7	67.4	82.3	91.2	96.3	98.9

The total entry for the examination was 23479.

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