

Geography B (Avery Hill)
OCR/JOINT WELSH EDUCATION COMMITTEE SPECIFICATION

General Certificate of Secondary Education **GCSE 1987**

Entry Level Certificate **ELC 3987**

Report on the Components

June 2006

1987/3987/MS/R/06

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Introduction

General Comments

Entry

	2003	2004	2005	2006
<i>Foundation</i>	22345	21631	20395	19122
<i>Higher</i>	20330	19996	19788	20025
TOTAL	42675	41627	40183	39147

The entry for the 2006 examination was 39147. This continues the reduction in entries experienced in recent years and appears to be reflective of the pressure on the curriculum many Geography Departments now experience from other, especially vocational, subjects. It is not, however, a reflection of the popularity of Avery Hill Geography with the number of Centres entering candidates holding up well.

The table above also shows the changes in tiered entries. From these it may be noted that, for the first time in this Specification, Higher Tier entries are greater than those for the Foundation Tier. This change appears to support the feeling that the overall loss in numbers we are experiencing comes from the lower part of our cohort and that there has been a slight overall improvement of its overall quality. There is certainly no evidence of a greater proportion of the cohort being inappropriately entered via the Higher Tier with the same 0.2% of this level of entry failing to gain an award as in 2005.

As in previous years, while predicted grades were a little ambitious at all grade boundaries, Centres are to be congratulated on the accuracy of their predictions. The actual award shows a slight increase over the previous year in those gaining A* to C and A* to G.

The examinations were considered appropriate by examiners. Detailed reports on each element follow this introduction but a small number of general points are worthy of highlighting:

- 1) Since the experiences of the 2003 examination, attempts have been made by the examiners to respond to pressures of time, especially in relation to Paper Two. This year's examination, in particular, employed simplified resources and a smaller number of sub-sections to each question in Papers 1 and 2. Although the Avery Hill examination will never, and never want to, be in the position of some examinations where most candidates have finished long before the end of the allotted time, evidence from the scripts suggest time constraints to be now a minor issue. Unfortunately, though, there are still too many instances of candidates who seem not to have been trained in the best use of their time. These will, for example, provide responses of half a side of writing to answer a question worth only one mark.
- 2) In Papers 1 and 2 by far the majority of candidates chose the first question of each pair. Perhaps these were perceived to be the more accessible questions by the candidates, although research a few years ago suggested that male candidates especially did not reflect before choosing. It is pleasing to note, though, in all sections of the Papers each question in the pair performed similarly.
- 3) This statement may also be carried through to the performance of each section. In past years there has been a tendency for Section C, especially when testing People, Work and Development, to show a dip in marks. This was not evident in the 2006 examination with a much greater proportion of candidates scoring equally highly on People, Work and Development as the other two Units being tested.

- 4) Centres are to be congratulated on the work they have done in preparing their candidates for the parts of the papers that demand extended answers. Performance on the Case Studies continues to improve on Papers 1 and 2 and attempts at the final problem-solving task are impressive on Papers 3 and 4. This is especially notable on Paper 3 where candidates similar to those who a few years ago would have not attempted to write a letter now have the confidence to explore the issue in detail. The matrix is well used as a planning tool on both tiers. **Centres are advised that the scope of the matrix on Higher Tier Paper 4 will be extended in the 2007 examination with a consequent potential increase in its contribution to the final mark for the question. Information will be sent to centres shortly and the changes will feature in the 2006 round of Inset meetings.**
- 5) Papers 3 and 4 carried the O.S. Map extract in this year's examination. It is disappointing to report that the candidates' overall response was extremely weak. Centres need to train their candidates not only in basic map reading but also in the skills of using map evidence when asked to do so by a question.

Administrative Matters

Centres are advised of the following administrative matters:

- 1) There appears to be an increasing number of candidates who do not read the instructions on the front of the examination booklet. This especially affects Papers 1 and 2 where, on Paper 1, it can result in the completion of too many questions and, on Paper 2, the candidates do not indicate on the front of the answer booklet the questions they have attempted. Centres where this is happening are also often the ones that forget to remove the Resource Booklets prior to sending the scripts to the examiner.
- 2) Administrative arrangements for the moderation of coursework will change slightly for the 2007 examination. Until now the only statement of authenticity required of centres is that of the teacher/assessor at the bottom of Form A3. In future examinations the candidates will also be required to state that the work is, indeed, their own. Further details will be sent to schools by the WJEC.

1987/01 - Foundation Tier

General Comments

The paper once again proved to be a positive experience for the vast majority of candidates. Most Centres had entered their candidates for the appropriate tier. However, there were a small proportion of candidates who would have been better entered for Higher Tier and would probably have achieved a higher grade than was possible by Foundation Tier entry. Very few candidates scored low marks.

As in 2005 the candidates were able to achieve higher marks than in previous years. The paper continues to be more accessible to all candidates. The use of “rapid response” questions i.e. circling answers, ticking boxes, completing passages from a range of alternative words greatly helps this process. Candidates also benefited from skills based questions such as the completion and reading of pie charts, graphs, maps, diagrams and text boxes.

A pleasing aspect of this paper was a better balance between the three sections than in previous years. It was good to see People, Work and Development questions being answered as well as those in other sections. However it was noted that questions A1, B3, and C5 were answered by the large majority of candidates. Those candidates who answered the other three questions generally performed as well. This suggests that overall the paper worked effectively.

There was, though, a noticeable misunderstanding of key geographical terms like “transpiration”, “deposition”, “negative multiplier effect”, and to a lesser extent “drought” and “green belt”.

Rubric errors continue to be a problem for a number of candidates. This was particularly marked in some Centres. Many now employ external invigilators. It is vital that they are trained in effectively reading “Instructions to Candidates” to the candidates.

Attempts at Case Study questions reflected the pattern of improvement in recent years. There were few non-attempts with most candidates earning some marks. However Centres should continue to emphasise the importance of writing about specific places and including specific detail. There were a significant number of candidates who named countries when asked for rural or urban areas or continents when a named country was required. Also some candidates described coastal instead of river landforms.

There was an opportunity for candidates to draw labelled diagrams in Question B4 and a sketch map in C6. It was encouraging to see an increased number of candidates drawing diagrams for the river landform. However, the quality of sketch maps was relatively poor yet again.

There were fewer resources for the candidates to access this year. This helped greatly in their time management.

Comments on Individual Questions

Section A

Question 1

This question was popular with the majority of candidates.

- 1) (a) The circling of the correct answers in the passage was completed well by the candidates who had read the map closely. Few candidates had problems completing the pie chart.
- (b) Overall this caused some problems for Foundation Tier candidates.
- (b) (i) worked very well with candidates reading the passage closely and ticking the correct answers. Very few candidates ticked more than two answers.
- (b) (ii) was mainly answered well but saw some candidates viewing Hong Kong as an LEDC.
- (b) (iii) many candidates concentrated more on the “illegal” aspects instead of looking for “push and pull” factors. There were many answers relating to crime, and there was a range of vague non-geographical answers. Some candidates did score well when discussing political/religious problems in the home country and the people had been forced to leave. As with other four-mark questions, reasons often remained unelaborated.
- (b) (iv) was very open ended, and allowed candidates to examine all types of migration. While many answered it well, a number repeated answers from (ii) and (iii). Others displayed intolerance, prejudice and misconceptions (xenophobia) about migration. Extreme examples referred to the problem of terrorism being caused by migration.
- (c) There were some pleasing responses which showed good awareness of current migration issues. This section differentiated well.
- (d) CASE STUDY The Case Study produced too many inappropriate answers. Many candidates named specific countries instead of urban or rural areas. A few wrote about Hong Kong with no new information and therefore only received a mark for QWC. Many did not write about population change but about physical changes to an area, e.g. new building developments in the London Docklands. Where appropriate examples were chosen such as Sao Paulo, Scottish Highlands or a local city, descriptive points were limited but there was much better explanation of the effects of population change.

Question 2

This was a relatively unpopular question that was mainly answered well.

- 2) (a) Most candidates demonstrated good map reading skills and full marks were common on this question.
- (b) Many candidates plotted the graph successfully, and described the trend well. There was an improvement over previous years in the use of figures to support statements.
- (iii) Differentiated well with most candidates scoring marks and the more able producing some excellent elaborated answers. Occasionally some candidates did not qualify pollution, and mistakenly referred to cheaper housing in the countryside.
- (c) Candidates used the coloured map 1 to very good effect. A significant majority knew their compass directions. Knowledge of a traditional English village was fairly tenuous but a number of candidates used the map well to elicit the correct responses. Those who looked carefully at the prompt line A to B gained all four marks, though some candidates referred to population density and not the specified density of housing. The multiple choice question on the Green Belt helped more candidates achieve a mark than if they had been asked to define it. Many good answers were given as to why the village is unlikely to expand to the East. Some lower attaining candidates thought the canal was a river.

- (d) In spite of the prompts given, few candidates could elaborate much beyond simple advantages relating to the saving of land or protecting of the green belt, and very few recognised any disadvantages of Brownfield sites. As the penultimate part-question, this acted as a clear discriminator.
- (e) CASE STUDY There were a number of examples of Case Studies where towns and cities were named but not the area as required. By failing to comply with the rubric, otherwise good candidates restricted their responses to attaining a maximum mark of L2 = 3 marks. Some Centres have addressed this issue following last year's feedback but more training of candidates is still required. There was often good description of changes but not always how these changes affected people. Effective examples included London Docklands, Birmingham Airport and various new small scale local retail development schemes.

Section B

Question 3

This question was answered by the majority of candidates. It explored a wholly topical issue and was generally answered well.

- 3) (a) There was clear recognition of stores and flows. However, many candidates failed to recognize the part played by trees when rain fell on the forest. Most gained one mark by recognising the importance of either surface flow or groundwater flow. There was, though, a distinct lack of understanding of the term transpiration from some candidates. This appeared to be a centre-specific problem as opposed to one that was demonstrative of overall geographical ability. The diagram was generally well annotated though some candidates failed to do it.
- (b) The majority of candidates completed tasks relating to the choropleth map very well. However, some did not complete question (i). This influenced their responses to (ii). Overall there were sound definitions of "drought" but a significant minority confused drought and flood. In (iv) often *four* ways were noted and elaboration missed, resulting in the attraction of only two marks.
- (c) The pie chart was quite successfully drawn by most candidates and there were some excellent responses to (ii). Some candidates confused water companies' approaches to the drought issue with personal solutions in (iii). Most recognised ways of householders saving water though elaboration was often rather weak.
- (d) CASE STUDY. The Case Study was completed well by the majority of candidates. There were some fine efforts on places like Boscastle, Bangladesh and New Orleans. Lynmouth and the River Nile are also still in evidence. Description of the effects of flooding on people was often excellent, while explanation of the causes proved to be an effective discriminator.

Question 4

This question was not answered by many candidates. Nevertheless many who attempted it provided responses on a par with the best in B3.

- 4) (a) Many candidates could not define "deposition", often using the word depositing in their answer. A significant number recognised the landform as a spit. Completion of the passage proved effective for many candidates, but in part (iv), some candidates had difficulty using the Landsat Image to show evidence of peoples use of the area. However, roads and buildings were recognised quite well by a reasonable number.
- (b) Answers to (i), (ii), and (iii) were quite successful. However some candidates only ticked one response in (iii). Parts (iv) differentiated well but in (v) there appeared to be a clear divide between Centres that had effectively studied the use of groynes as a means of coastal management and those that had not. Unsurprisingly, overall better answers were given on why tourists and householders wanted the coast managed in this way.

- (c) Most candidates scored marks on the ways tourists damaged the area, recognising erosion and litter as being significant problems. They also came up with ways to manage the coast. Lower attainers provided simplistic solutions while those at the other end of the spectrum produced more sophisticated ways and elaborated them well.
- (d) CASE STUDY. Where candidates actually wrote about river landforms there were some excellent descriptions and explanations. Many did Niagara Falls, the Nile Delta or specific ox-bow lakes. A positive feature is the encouraging number of attempts to use diagrams. This contrasts with the disappointing number of candidates who chose coastal landforms. Some even described built examples such as the Aswan Dam. There were too many references to coastal landforms often merely repeating information from earlier in the question. It is vital that Centres explore both river and coastal landforms as stated in the Specification.

Section C

Question 5

This question was answered by the majority of the candidates. Responses were good overall and compared favourably with those to questions on the People, Work and Development Unit in previous years.

- 5) (a) (i) was quite well done but there was one common mistake. Many candidates did not read the paragraph carefully and chose 'south' as opposed to 'east' when locating Mozambique. They saw Mozambique in the south of Africa, as opposed to being on the east. Parts (ii) and (iii) were generally well done by many candidates.
- (b) There was a basic grasp of the words subsidies and grant, and it allowed candidates to gain two marks in (i) although a few candidates only ticked one box. In Part (ii) some candidates recognized clearly that farmers were able to buy equipment, produce more crops and have better profits.
- (c) The text in (i) gave candidates the opportunity to obtain at least one mark through recognising the unfairness of subsidies on LEDC'S like Mozambique. Very few chose to support the protection of farmers in the EU. In (ii) although there were many basic answers, there was little expanded elaboration. Thus responses like 'lack of food leads to death' predominated.
- (d) (i)and(ii) were generally very well answered by candidates reading the figures well from the sketch.
- (iii) It is apparent that some Centres have explored fair trade in some detail, and a significant number of candidates showed sound knowledge of its features. Others confused it with organic and eco-friendly products. Weaker candidates highlighted products such as coffee, bananas, and chocolate.
- (iv) There were some vague answers as to how it would help the wider development of Mozambique. Very few candidates elaborated each answer to gain the second marks. Very few candidates could see beyond a very basic "more money".
- (e) CASE STUDY. A remarkable number chose "Africa" or "Asia" as *countries* that received aid. Clearly more work is still required in many Centres on this aspect of the Case Study. Nevertheless, many candidates displayed a sound knowledge of aid and how their chosen country benefited. They often used responses in recent disaster areas which have been in the news. For example, the aid given to Thailand following the Tsunami, aid to Iraq and Afghanistan following war, and that given to Pakistan after the earthquake. Although much of it was superficial, the Case Studies tended to be better than ones based on trade in previous examinations. Centres are advised to encourage candidates to explore specific examples of Aid, NGO's, and charities.

Question 6

This question was attempted by very few candidates but it was generally answered quite well.

- 6) (a)** The graph was completed successfully by many candidates, and many also read the graph well to correctly complete the paragraph in (ii). In (iii) the term “sources” was not understood by a number of candidates and they often discussed the use of more electrical products in the home, or total production of electricity. Simple answers such as “less coal used”, and “more nuclear production” were only given by the more able candidates, and often these were not elaborated.
- (b)** Many candidates successfully selected a reason from the text in (i) but often did not explain how it helped to close the mine. A significant number recognised two effects of the end of coal mining on people who worked in the mines. Very few candidates could define negative multiplier effect in (iii). Many candidates described people instead of the area in (iv) and it became a repetition of (ii). Some higher attaining candidates did look at the positive effects such as less air pollution and fewer vehicles, whilst others referred to the dereliction as a negative effect.
- (c)** There was a reasonable use of scale and direction though some candidates reversed the compass direction. However, these are basic map skills, and even more should have scored two marks at this level. In Part (ii) most candidates named a country, and made good reference to close proximity, travel time, and reference to transport links. Many candidates listed a few specific jobs relating to work at Loisinord but very few managed to extend their responses further by relating job creation to the positive multiplier effect. This question differentiated well.
- (d) CASE STUDY.** The marks available to some candidates were restricted by a lack of use of a company name or correct location in the responses. In some instances they did not quote examples of Multi-national companies. Those who selected examples like Toyota at Burnaston and Nissan at Sunderland, and Lucky Goldstar at Newport did well. Many managed to give some of the jobs created but attempts at (iii) mainly resulted in explanations which lacked precise locational detail like names of towns and ports, and road and motorway numbers. Candidates often referred to cheap flat land, and a good supply of labour. Sketch maps were attempted by many but the quality of annotation is still rather weak.

1987/02 - Higher

General Comments

This paper proved to be accessible to the vast majority of candidates who were able to demonstrate and apply their geographical knowledge, understanding and skills in a concise style of prose. Time did not appear to be a problem for the majority of candidates, although some did write five or six pages for the first two questions and then had to shorten their answers for the final question attempted. Such candidates, however, usually scored compatible marks to those of their two previous questions. The issue is often one of candidates not responding to the allocation of marks for each part question. This was exemplified by some candidates who wrote several sentences or even paragraphs for one mark answers where just a single word would have given them the mark.

Although geographical knowledge was good on the whole, the terms “green belt land” and “drought” were poorly defined by a number of candidates. There was a clear improvement over previous years in relation to Case Studies, with many candidates achieving maximum marks. However, the generic response, where candidates wrote about the “anywhere” Case Study again limited some to a maximum credit not beyond Level 2. Candidates seemed better at locating places using geographical terms and were generally excellent in interpreting and describing graphs. Rubric errors were virtually non-existent. Centres are reminded that their candidates must complete the front page of the answer booklet to indicate which of the three questions they have answered.

Comments on individual questions

Section A

Question 1

- 1) (a) Well answered by the overwhelming majority of candidates who gave an excellent geographical location of Hong Kong. However a very small minority thought that Hong Kong Island was the whole of the Special Administrative region and described its location in terms of the islands that surrounded it. The location of Hong Kong International Airport was identified very well indeed.
- (b) Few candidates gave an incorrect total percentage of Hong Kong's total population not born in Hong Kong. Most could define “push and pull” factors but many failed to qualify their reasons to attract the second mark. Many understood the advantages and disadvantages for Hong Kong of this migration.
- (c) Many candidates achieved maximum marks in this section. They gave clear reasons why identity cards might stop illegal immigration and were lucid in their concerns about the introduction of the cards and the problems that such a scheme may bring.
- (d) Case Study: There were some excellent examples of population change, in particular rural depopulation, and the closure of services in small villages. Candidates also provided pleasing answers relating to the growth of suburbs in towns and cities and consequent changes to the infrastructure. Nonetheless, there were many generic examples especially when attempting to describe population change in a LEDC. Such “anywhere” responses limited candidates to a maximum mark of L2=4. Candidates need to write about specific places and areas within that place. Some who did choose a LEDC example did achieve high marks through the choice a specific city like Rio demonstrate Janeiro and description of changes in Rochina and Barra.

Question 2

- 2) (a) Generally answers were well located in terms of distance from specific villages or motorways and the direction of these places from Dickens Heath.
- (b) Candidates were very good at describing the trend of the graph and using specific figures to account for the changes. It is not sufficient, though, on a Higher Tier examination to simply give “better quality of life” as a reason why people are attracted to a rural settlement. Candidates need to be specific and use terms such as “less noise pollution, so more peaceful surroundings”. Simply giving unqualified references to pollution also gained no marks. This needs to be supported by the type of pollution, e.g. noise, air or visual.
- (c) Description of the changes in housing density provided an easy mark but some candidates wasted a great deal of time on this question by providing extended answers as great as ten sentences in length. Reasons for the village not expanding to the east were generally convincing but to state that the village would not extend beyond the canal because of the risk of flooding did stretch the bounds of credibility.
- (d) Few candidates gave a convincing definition of green belt land with many simply stating that it was land that had not been built on before. There were many good answers to the question on Brownfield sites with many candidates accessing the full six marks available for this particular question.
- (e) Case Study: Excellent Case Studies included the Birmingham airport extension, redevelopment of Ipswich Docks, Cardiff Bay, London Docklands and the development of the London Olympics 2012 site. All gave detailed changes and were convincing in terms of the effects of their chosen development. Some candidates did lose marks for failing to explain how different groups would be affected but overall this particular case study scored highly.

Section B

Question 3

- 3) (a) Most candidates could describe the difference between flows and stores but too many wrote over half a page to attract one mark. Many gave good answers for movement in the hydrological cycle but again lengthy prose could have had a detrimental effect on candidates’ performance. Some candidates did somehow equate the use of reservoirs with a decrease in sea level.
- (b) Few candidates could successfully define drought. Most wrote in vague terms about less water or less rain when they should have been stating that drought relates to precipitation being received that is significantly less than usual for the area. Few had problems describing the distribution of drought orders but equally few were able to explain two ways in which drought may affect the lives of people. Candidates achieved higher marks if they used examples from LEDCs.
- (c) The pie charts were interpreted well and the figures given were usually accurate. A number of candidates, though, were guilty of repetition of answers taken from b (iii). These were not credited again when they explained how water companies and consumers might reduce the effects of drought.
- (d) Case Study: Again a case study that allowed candidates to achieve very high marks. There were excellent examples of recent flooding in Boscastle, Shrewsbury, Carlisle and Northampton. The flooding of New Orleans and the Tsunami in South East Asia were worthy of credit but in both these examples candidates could not explain in any detail what caused the place to flood.

Question 4

- 4) (a) Most candidates correctly identified the landform as a spit but interpretation of use of the area by people proved much more difficult. Most could identify a road or some buildings but few managed to gain all three marks for this question. Attempts to explain the formation of the spit were mainly unconvincing with many simply stating that it was formed "by long shore drift"
- (b) The purpose of groynes, to trap sand, was understood by most candidates but very few could explain the negative effect of this type of coastal management and even fewer could successfully explain the benefits of managing this area of coast.
- (c) In contrast this section was well answered by the candidates. Most were capable of quoting evidence from the extract and this was usually followed by convincing reference to the sustainable management of landforms. Many related their responses to areas they had studied elsewhere and used examples such as honey pot sites and the control of footpath erosion.
- (d) Case Study: Quite a few candidates failed to notice the shift in focus of this question and chose to write about a coastal landform. They were therefore limited to a maximum of L2=4. Candidates who chose waterfalls, especially, often included comprehensive diagrams which were well annotated, allowing them to access maximum marks. Not so well done were landforms such as ox-bow lakes and meanders.

Section C

Question 5

- 5) (a) Well answered by all candidates. Most could give an accurate geographical location for Mozambique and many recognised distance and cost as being a serious disadvantage that Mozambique had for trading with the EU.
- (b) This was a rather poorly answered question. Few candidates demonstrated an understanding of EU subsidies in spite of the simple definition given in the text box. Many were unable to relate to EU farmers being given financial help.
- (c) Again the first part of the question on subsidies affecting trade between the EU and LEDCs was answered poorly by some candidates, a common error being the view that the EU would stop trading with Mozambique. However most candidates did realise that a lack of money could have a detrimental impact on the quality of life in Mozambique.
- (d) This section was much better received by the candidates. Nearly all quoted accurate figures to compare earnings. Most also proved capable of giving a basic definition of fair trade and could relate to the fact that more money would help with development and allow the country to build new hospitals, provide better schools and improves the infrastructure.
- (e) Case Study: Most candidates could give benefits to their chosen country of receiving Aid but few could relate to the type of Aid a country may receive. Reference to specific groups or agencies and the type of Aid given was extremely rare. Higher attaining candidates did manage to successfully describe multi-lateral aid and the role of NGOs.

Question 6

- 6) (a) The question on the growth of nuclear power was well answered and accurate figures of growth were given. However many candidates did not compare the growth of nuclear power with the decline of coal. The reasons for this changed pattern were often linked to the text box provided so that some candidates did not get credit in (b) (i).
- (b) The opening question required an elaborated response, something many candidates did not provide. The 'negative multiplier' was well understood and many could relate this to suggest how miners and their families might be affected by the end of mining in Creutzwald.
- (c) To access all three marks on the opening question candidates needed to answer using a qualitative statement regarding accessibility to places outside France. Far too often they just wrote about motorway links and ferries from Calais. Effects of the development on the economy and environment of the area were generally well explained. Many wrote about how former coal tips had been removed and how the area had been cleaned up before going on to describe positive multiplier effects in the area.
- (d) Case Study: There were some very good Case Studies completed by candidates including studies of Toyota at Burnaston and Nissan in Washington. Candidates were able to describe both direct and indirect employment opportunities with clarity. Explanations as to why the MNC located at this place were generally accompanied by rather poor quality sketch maps. Candidates who wrote about industries such as Nike in Thailand tended to give less specific detail and achieve lower marks than those that used UK examples.

1987/03 - Foundation

General

The 2006 problem-solving papers adopted the now well established format introduced with the advent of the current Specification and the 2003 examination. Candidates in almost all Centres are fully familiar with the demands such an examination is likely to make and, being the fourth cycle, this examination should have held no surprises for them.

As in previous years, they introduced the candidates to the geography of a place where a particular problem needed to be solved. For the 2006 examination the place was Ballymoney, Northern Ireland and the problem, the need to provide future energy supplies without causing major environmental damage.

This year the problem-solving papers targeted Climate, Environment and People but Centres are reminded that these papers rotate around the Units and that the Unit carrying it in 2007 will be People and Place.

Paper Three

A more detailed consideration of performance on each part question is found below.

Part A

- (a) In an impressive start to the paper, almost all candidates were capable of correctly identifying the distance and direction of Ballymoney from Belfast.
- (b) Most graphs were completed correctly but a small minority of candidates failed to accurately locate the plot in the centre of the month and others did not follow the instruction to 'complete the graph'.
Attempts to describe the rainfall pattern were varied with the best providing a convincing description using either named months or seasons backed up by accurate figures. A few attempted to list rainfall totals for each month and others similarly failed to attract high marks by not relating their response to rise and fall, merely quoting the highest and lowest months or the inaccurate use of figures.
Part (iii) proved to be an extremely effective discriminator. Almost all candidates recognised that the air rose over the Sperrin Mountains but many were unable to establish the continuum resulting in rising air producing rain. One Centre in particular did have almost 100% success with their candidates clearly using the mnemonic RCCR to symbolise rises, cools, condenses, rains. It was, though, the prevailing wind direction that let most candidates down. Very few appeared to know that air moving from south-west to north-east was indeed a south-westerly wind.
- (c) Although the instruction to complete the web was emboldened, some candidates failed to attempt this question at all. This completion exercise was, mainly very well answered. This did not stop a few candidates showing that mice ate sparrow hawks and water-loving plants consumed frogs.
Examples of herbivores and carnivores from the food web were usually correct although a small minority of candidates quoted mallards as herbivores when the web clearly shows them as omnivores. Few candidates ignored the message that exemplars were needed from the web provided although there were occasional references to giraffes and lions.
Most candidates were able to establish the relevance of year round rainfall to the web and almost all were capable of attracting at least some marks by explaining the changes likely if the water table was lowered. Good responses here described a clear continuum marrying cause and effect with specific reference to named elements. Those who failed to score on this question did so because they did not

refer to the effects on the web and chose to concentrate on vague statements about change of habitat.

Part B

- (a) Candidates entered for the Avery Hill examination should expect to be exposed to Ordnance Survey (or similar) maps. The specification clearly states that their use is a requirement and their importance has been emphasised for many years at training meetings. It is, thus, extremely disappointing to report that many attempts at questions relating to the 1:50 000 extract of Ballymoney were quite weak. Measuring of area and distance from the map posed few problems to most candidates and, as such, Parts (i) and (ii) eased them fairly gently into a consideration of the map. It was, though, either an unwillingness or inability to quote map evidence in the following two questions that let down almost all candidates. Vague unspecified references to the effects of pollution on people and rivers were preferred to the quoting of map evidence that the questions required. Very few candidates named settlements or roads likely to be affected when asked about the effects on people's lives and there was a similar lack of specific reference to named rivers in the following question. It is unlikely that candidates will be able to avoid exposure to similar maps in future Avery Hill examinations and Centres are urged to fully train the candidates in their use.
- (b) Most candidates were able to identify the two correct statements relating to the graph showing energy supply and demand but a small minority broke the rubric by choosing to tick more than the two statements required. Responses to part (ii) were quite disappointing in that many candidates did not realise that a fossil fuel was used to produce heat or that it was, indeed, organic. The choice of global warming or acid rain offered in the next question enabled the candidates to play to their own particular strengths and many responses not only demonstrated a clear understanding of the effects of the chosen atmospheric condition but backed it up with specific exemplification. Unfortunately, far too many candidates failed to respond to the need to describe 'effects' and instead concentrated on the causes.
- (c) The opening question was extremely well answered with almost all candidates giving a satisfactory definition of renewable source of energy'. It is pleasing to note that very few candidates provided examples rather than a definition. This is a distinct improvement on previous years. Most candidates also responded well to the next question where most were able to supply a disadvantage of each situation described. Many of those who only scored one mark did so because they were not able to make the mental shift from wind farms to solar panels and attempted to relate cloud throughout the year to ineffectiveness of wind turbines. Some candidates misread the question and wrote about advantages. The mark scheme allowed for a variety of responses to the last question relating either specifically to knowledge gained through the paper and Resource Booklet or to wider considerations of renewable energy. Many candidates who scored well throughout the paper targeted it very effectively. Inadequacies on other scripts included reference to unspecified environmental damage and pollution.

Part C

- (a) Almost all candidates scored highly when describing the area in Sketch 1. Inexplicably, though, most failed to attract marks on the following two questions. These both clearly require responses that explore environmental effects but candidates almost invariably provided answers that related to people. The small number who did well here provided pleasing understanding of provision of new habitats in the lake and woodland and the negative effects of human activity on habitats and the more general environment of the area. Most got back on track in the next question when actually asked about the effect of changes on people. Much correct reference was made to increased leisure and specified pertinent employment opportunities. References to either the positive or negative effects of resultant mass tourism were not accepted. Neither were references to the effects of mining activities.
- (b) Whether it is the nature of the question itself, the contribution made by in-service teacher training, excellent teaching or a combination of all three, the final problem-solving task elicited pleasing performances from most of the candidates. The majority had the confidence not only to complete the matrix but also wrote at length in response to the request for a letter and most were capable of demonstrating some elaborated reasoning in their responses. There was a distinct feeling that the responses written came close to fully reflecting the candidates' true abilities in the subject.

It is worth reflecting on the evidence that, although almost all candidates were capable of demonstrating elaboration through the matrix thus moving into Level Two, very few wrote letters sophisticated enough to merit a Level Three mark. Sometimes this was the result of not addressing all of the required elements; the needs of people and the local and wider environment. On other occasions the inability of candidates to provide a balanced view let them down. Letters that explored the shorter and longer terms were few and little opportunity was taken to explore basic ideas beyond their simplest elaboration. For those operating at a lower level, the opportunity to score on the matrix was lost by not signifying by 's' or 'r' whether the statements supported or rejected the development of the mine.

Another word of caution is required at this point. While the problem-solving task was a positive experience for most entered, it is clear that in a minority of centres there is little preparation with the resultant disadvantage experienced by their candidates.

All evidence suggests that candidates had ample time to complete this final task with many writing a letter of more than two sides. As in previous years, though, there still wasn't necessarily a correlation between the length of the letter and its geographical quality.

1987/04 - Higher

General Comments

Candidates responded positively to all three parts of this paper and few candidates failed to attempt any subsections. This year more candidates were able to access significantly more of the marks than in the previous year, a greater percentage especially accessing fifty or more out of the sixty available. Even more encouraging was that very few candidates failed to score significantly suggesting more appropriate entry than has previously been the case. On the other hand, there were still a significant number of Centres that did not train the candidates in how to answer the report with too many, especially, limiting their score by over reliance on the printed resources.

The vast majority of candidates had a good knowledge of environmental issues but many struggled to apply their knowledge to new situations and some failed to respond to the question wording accurately.

Comments on individual questions

Part A

- (a) Most candidates are now able to adequately locate places. The weakest still employ statements such as “near to” or “close to”.
- (b) An impressive number of candidates were able to score high marks on this question. Several examiners commented on improvements in data handling over previous examinations. Many candidates demonstrated clear abilities to, for example, accurately describe highs and lows.
- (c) Candidates fell neatly between those that understood the formation of relief rainfall and those that did not. Higher attaining candidates on this question could explain why Northern Ireland’s relief contributed to its rainfall and could describe how relief rainfall occurs. It was surprising that very few candidates used diagrams to help their responses to this question.
- (d) The vast majority of candidates were able to complete the food web and demonstrate understanding of how food chains work. Too many considered only the effect of rainfall on an area. The highest attaining candidates considered the effect of temperature and used appropriate language in response to the question. When comment was invited on the example, they did not resort to generic terms.

Part B

- (a) The standard of O.S map skills was disappointing this year. One candidate notably estimated the area of the mine to be 15 billion square kilometres. Although other responses were more realistic, this was a rather poorly answered question. Candidates were, however, much better at interpreting the map in order to predict the effects of mining.
- (b) Analysis of graphs was a particular strength of this year’s cohort. However, too many candidates confused the causes of, and process leading to, acid rain or global warming with the effects and so lost the opportunity for marks.
- (c) It was heartening to read the quality of the majority of the answers to this question. Candidates knew a great deal about renewable energy and were able to demonstrate this well. Those answers that used vague or ambiguous statements such as “expensive” were not credited.

Part C

- (a) The most disappointing aspect of this paper was the candidates' responses to questions about sustainability. This is an issue that will continue to play a central role in the problem solving paper. It is a key concept in the specification, and centres would be well advised to ensure that candidates are well prepared to apply ideas of sustainability to a variety of contexts.
- (b) The standard of reports was good this year with many more candidates able to access Level two of three. The very best centres have trained their candidates to write intelligent, cohesive prose that responds to the parameters of the question. These candidates have mainly used the matrix as a planning tool and have left the elaboration until the report. A small number of candidates spent too long on the matrix and did not do their abilities full justice. While many Centres have responded to the lessons of last year, some candidates did not move beyond the regurgitation of information in the supplied Fact file. This was the most common limit on positive achievement. Many candidates wrote thorough arguments for only one side of the issue thus, again, limiting their mark.
- The matrix will continue to evolve in 2007 with more marks accessible through it. It will be slightly restyled in order to encourage greater geographical thinking and to tease out more understanding from the candidates.
- There were very few cases of the report and the matrix not being attempted and few candidates experienced time problems. The comments in last year's Report to Centres seem to have been taken on board and very few of the candidates' reports were overlong. The general standard demonstrated in this final question was better for this.

1987/05 - Coursework

General

For most Centres the cycle culminating in the 2006 examination marked the use of new coursework items following their development in the light of experiences of the previous three years. As such, most Centres have strategies that now actively encourage the candidates to effectively target the mark scheme and candidates are mainly responding positively to produce work that appears fully representative of their geographical abilities.

It is clear that very few Centres are now using inappropriate coursework. Where this is the case, though, their students are being severely disadvantaged. Such items could result in a failure of the students to fully demonstrate their geographical abilities and/or to produce work that fails to effectively target the mark schemes. If they have not already done so, these Centres are requested to contact their Consultative Moderator so that such negative effects are not carried forward to the next examination cycle.

The Study

Most Studies are now hypothesis-testing exercises presented through the vehicle of an extended piece of investigative writing as demanded by the specification. Those that are not invariably create problems for the candidates in that their Studies are rarely capable of fully accessing the mark scheme.

Where improvements are still needed they often relate to:

- the requirement to include some data derived from an ICT source. For most Centres this has been fulfilled by such strategies as encouraging the candidates to take information from the Internet or by placing a bank of digital photographs on the Centre's Intranet. Many have encouraged individual candidates to contribute such data as questionnaire returns to a common data processing package from which all may take collated results. On the whole, each cycle sees increasingly more impressive use of ICT as a source of data.

While in some Centres the Geography Department's access to computers is still unreliable, the situation continues to improve. Very few Centres now have to resort to the provision of hard copy of ICT-derived material. It must be emphasised, though, that this fall back situation is preferable to operating a system of privilege in which only those candidates who have access to a computer at home can fulfil the ICT requirement.

- the specific requirement of "application" in the mark scheme of the candidates being able to relate their findings to geographical principles and processes. Most Centres have by now ensured that this criterion is wholly targeted. For example, "shopping" Studies have managed to relate the findings on individual shopping centres to such ideas as hierarchies and spheres of influence. Likewise, mainly geomorphological coastal studies usually manage to relate the findings in relation to individual coastal areas to processes of erosion and deposition and often to management options.

In the few Centres where consideration has yet to be given to this aspect of the Study there is a tendency towards completed work that lacks a sense of place and is more a sociological report than a geographical study. Studies that, for example, look at quality of life in towns and cities without relating the findings to the position of the place within the overall urban area may still be found. These are unlikely to be able to attract high marks for application.

As in previous years the vast majority of Studies continue to be based on field study in urban areas, often to take advantage of the area local to the Centre. This has been a strategy of many Centres in the past because of its perceived relevance to the candidates and also the ability to revisit the area if more information is required than was capable of being collected on the day. It seems that the proportion falling into this category continues to grow and that this is in part being increasingly triggered by difficulties in getting the candidates out of school for field activities.

At the other end of the spectrum are those Centres that are still able to take their students out of the local area and into a geographical context that is totally different from their usual experiences. While this has a possible negative effect of being assessed on geography with which the candidate is relatively unfamiliar, it has the distinct advantage of almost invariably increasing their interest levels. A significant proportion of these Studies are based on Key Ideas from one or other of the “physical” Specification Units but almost always the successful ones contain a significant “human” element.

Fewer Centres now encourage a traditional write up structure, comprising introduction, methodology, data processing, data analysis and conclusions sections. A methodology section is definitely not a requirement of this specification and candidates are expected to critically explore their own performance through an evaluation section. Likewise there is strong evidence that the separation of data processing and analysis results in the processing of data to apparent purpose and its lack of use to explore the hypothesis.

Indeed, a worrying aspect that has come to greater prominence this year concerns those Centres where all of the candidates produce page after page of identical computer-generated graphs, many of which are not even described, let alone analysed, and have for which there is no established relevance. Such work is not the purpose of the Study and its completion can only attract low marks for skills.

In many cases the more traditional structure has been replaced by a format that seems to more effectively encourage the candidates to maintain a tighter focus upon addressing the hypothesis in question. It also enables them to create work in which there is greater integration and use of processed data. Although almost all Centres are now aware of the model it is repeated below for the benefit of those who have not yet been exposed to it.

- Statement of hypothesis
- An introduction to the place and hypothesis
- Two or three organising questions directly relating back to the hypothesis
- Conclusion
- Evaluation of the candidate’s own performance, often through the use of an evaluation table similar to the methodology tables used by some AS Specifications.

Although significant improvements continue to be made, the issue of time still exists. It is clearly stated in the specification that the write up of this item should take 8 hours teaching time. If one is to add a further 4 hours normal homework there should be the realisation that a completed Study should be a much smaller piece of work than currently produced by many candidates. Centres are urged to concentrate on this aspect of the assessment and to endeavour to place much greater emphasis on geographical quality as opposed to mere quantity, with the additional benefit of taking some pressure off candidates who have quite substantial overall coursework requirements.

Cross-Unit Task

Very few Cross-Unit Tasks now fail to, at least in part, deliver the assessment criterion of “application”. This is concerned with the candidates exploring the views of different groups of people in relation to an issue. To obtain the highest marks it is not sufficient for a candidate to merely rehearse the views of different groups followed by a statement of their own feelings on the issue. The mark scheme clearly states that they must also “explain why they react in different ways to the issue”. It seems impossible for a task that is not issue-based to deliver this essential “viewpoints” element.

It should also be clear that all Cross-Unit Tasks must be firmly based on an issue that synthesises the human and physical worlds.

Issues growing out of Key Ideas from the Climate, Environment and People and People, Work and Development Specification Units continue to be popular. These include rain forest destruction, global warming and the development of Antarctica. The number targeting Water, Landforms and People and a “human” Unit, for example, coastal management issues continues to increase. Others are located in the vicinity of the school looking at such issues as the development for housing of a local area having a distinctive ecosystem.

The Cross-Unit Task is presented by a variety of mainly appropriate vehicles that at best are designed to allow the candidates to demonstrate their geographical abilities through relatively short pieces of work. These items are capable of being completed within the 4 hours teaching time required by the specification. The most popular vehicles in current use include the newspaper report and the combination of two leaflets and an associated commentary. When set up well they actively encourage the candidates to fully target all areas of the mark scheme.

There is, though, a danger with the former that candidate opportunity could be closed down if a strict paper allocation is adhered to and in the latter that the leaflets become little more than low skill “cut and paste” exercises that contain little geographical knowledge or understanding.

Although employed by few Centres, when managed well the production of a notice board continues to be effective. As with newspaper reports, there is the danger of notice boards merely becoming cutting and pasting exercises.

The oral presentation continues to grow in popularity. It offers a route that is of great advantage to some candidates who find it difficult to demonstrate their full geographical abilities through the medium of writing. It is normal for the candidate to bring to the presentation a maximum of three pieces of illustrative material to accompany their talk and a prompt card containing a maximum of ten words or brief phrases. In an increasing number of Centres, the candidates are choosing to use Powerpoint illustrations. As with other illustrations, these can work well if there is a small number but can ruin the presentation if there are too many or they are text heavy thus encouraging the candidates to merely read from them.

Centres are reminded that they must inform the WJEC of the date(s) of oral presentations at least six weeks in advance. It is possible that the WJEC will send someone to the Centre to supervise the event.

There continues to be a minor issue concerning some Centre's expectations of the electronic gadgetry a coursework moderator might own. Although some have access to Powerpoint this is not always the case and Centres are requested to send hard copy of Powerpoint slides with their samples. Likewise, it is unrealistic to expect ownership of a digital camcorder and, if the presentations are taped using one, the centre should transfer the contents to a VHS tape for sending to the moderator. The Principal Moderator did, though, appreciate the ease of accessing the oral presentations of individual candidates of one Centre from the sample they sent on a memory stick.

Whatever the geographical content or the vehicle, most Cross-Unit Tasks deliver four elements in order to encourage the candidates to fully access the mark scheme:

- An introduction to the place and issue
- The views of groups/people on one side of the issue and why they hold these views
- The views of groups/people on the other side of the issue and why they hold these views
- The justified views of the candidate.

Administration

Most Centres are now exemplary in their coursework administration; no mean feat when one considers the pressure we continue to operate under. There are still, though, centres that have not quite got it right.

"The story of a coursework package", available on the Avery Hill web site, continues to guide the progress of the coursework through an entire cycle and Centres are asked to follow its detailed timeline to reduce the possibility of error.

Finally, the 2007 examination will signal a small administrative change. In previous cycles the only authentication statement required has been the Centre's completion of Form A3. Candidates will now be expected to complete an individual statement of authentication. Further information will be sent to all centres by the WJEC.

3987/01 - Coursework

Coursework for this examination consists of two items, the Study and the Cross-Unit Task. The mark schemes of each clearly target specific areas of knowledge, understanding, application and skills and it is possible for Centres to effectively target each through brief coursework items. Centres are offered help in devising such strategies through the use of their Consultative Moderator.

The nature of the examination and cohort is such that there are often great differences in quality between the two items comprising a complete package and it is more often the case than in the GCSE examination that an element will be missing.

In many cases the candidates targeted by this examination find great difficulty in expressing themselves clearly, especially through the media of written English and Welsh. In response to such constraints, some Centres have taken the opportunity to assess the Cross-Unit Task as an oral item and many have taken fully on board the message of "brevity". There are still, though, some where the strategies employed make too great use of the medium of writing. There are, consequently, some lengthy coursework items that do not necessarily demonstrate as great geographical ability as their much slimmer counterparts.

Centres approach the design of coursework packages for this examination in two quite distinct ways. There are those in which ELC candidates appear to be being taught in the same classroom as those entered for the GCSE examination. In these cases, the ELC candidates are given the same coursework as their GCSE counterparts. Such items can work well with a great deal of in-class support but candidates are often incapable of fully accessing the tasks. Sometimes the GCSE strategies are rewritten to make them more accessible. On the other hand, strategies are devised specifically for this examination in some Centres. Although not exclusively so, this is often the case with Special Schools that, invariably, do not enter candidates for the GCSE examination.

Throughout the life of this Specification Studies have tended to be predominantly based upon investigations of urban "quality of life" often using the area local to the school for primary data collection. Where these are adapted or specifically written to meet the requirements of the targeted cohort, they tend to be extremely effective differentiators. Those that are merely "watered down" versions of the originals fail to allow the candidates to effectively demonstrate their abilities and also fail to recognise the quite different requirements of the GCSE and ELC mark schemes.

Many of the comments above also relate to the Cross-Unit Task. Candidates at this level are not required to analyse in depth the views of different groups of people and may, consequently, be set a task that is a great deal simpler in its demands than that used for the GCSE examination. As with GCSE, however, the opportunity has been taken by many Centres to produce strategies that demand little in the way of a written response. Newspaper reports, display boards and oral presentations are common, each offering a friendly route to the candidates' demonstration of their true geographical abilities.

The teacher as assessor is now almost always conversant with the standard of geography required through this examination and the moderator rarely has to change the marks awarded. Where this is the case, it is either because the standard required for the ELC examination is not realised and marking has been more appropriate to the GCSE examination or the converse, where the standard applied is too low. The former is the far more common occurrence.

In general terms, candidates attaining each of the grades will have demonstrated the following attainment across the two items of the coursework package:

Level One

- Presents some of the resources provided
- Undertakes, with help, geographical enquiry using a small number of basic skills
- Expresses his/her own views on features of the environment
- Shows some awareness of the attitudes of others

Level Two

- Selects information from the sources of evidence provided
- Undertakes a simple geographical enquiry using a range of basic skills
- Uses information to respond to questions and assertions
- Shows an awareness of attitudes of others and of how these influence decision-making

Level Three

- Selects and uses relevant information from the sources of evidence provided
- Uses his/her own observations and conducts a range of basic enquiries using a limited range of skills
- Offers simple reasons for the observations and judgements that have been made
- Demonstrates an awareness of their own attitudes and the attitudes of others and how these influence decision-making.

3987/02 - Oral Test

During this specification the Oral test has been based on Key Question and Key Ideas from the Leisure and Tourism Unit. This year it opened by an exploration of general principles relating to leisure activities and people's access to them. This was followed by a look at how leisure pursuits might result in conflict between people and people and people and the environment and it concluded by introducing candidates to the problem of choosing a site for a new cinema complex.

Centres are now used to sharing the Resource Booklet with candidates in the weeks prior to conducting the Test. This appears to have benefited many, especially with reference to the effectiveness with which they tackled the final, problem-solving, task.

The evidence of candidate tapes suggests that the Oral Test was pitched at an appropriate level for the targeted students. Almost all of the candidates found it a positive experience, although the effectiveness of such a route to assessment is very much in the hands of the teacher as assessor. As in previous years, in a small minority of Centres, the style adopted by the teacher was almost aggressive. Fortunately most tests were conducted in a much more sympathetic manner with the candidate firmly at the centre of the assessment. The quality of taping was almost always of a high standard and most Centres appeared to provide an appropriate room for the exercise.

Evidence also suggests that this year's Test was appropriate in length and that the prompts provided in the 'Teachers' Notes' were very effective in helping tease out responses from the candidates.

The test appears to have both differentiated and discriminated well. Candidates attaining in the higher mark range demonstrated a great deal more capability of reasoning through the oral, as opposed to written, route. Some responses at the higher end certainly showed levels of understanding that would merit much more than basic credit within the GCSE examination.

Within Part A, the use of a series of photographs to exemplify leisure activities provided a supportive start to the Test. Almost all candidates were capable of identifying the activities without prompting. This encouraged them to draw valid distinctions between 'leisure' and 'other' time. Discrimination started effectively in (b) where a degree of prompting was required for many candidates in the first question. Prior sighting of the graphs appeared to pay dividends, though, and most were able to respond positively to the situation. This was continued in (c) although the graph proved quite challenging to some. Responding to divided bars appears quite difficult with candidates at this level and there also appears to be an additional mental block when such graphs are aligned in a vertical plane.

The resource-based question at the start of Part B elicited valid responses from almost all and most candidates were able to explain the importance of location for a distribution centre in (b). The use of silhouette images greatly aided access to questions at the start of Part B, although responses to hills-based activities were less convincing than to those 'done on water'. The latter was aided by the water skiing image in the photograph. Question (a) (iii) proved to be an extremely effective discriminator with higher attaining candidates able to relate to specific instances of conflict without prompting and an incline to the opposite end of the spectrum where even the clearest of prompts appeared to fall on deaf ears. Similar patterns were demonstrated through question (iv).

The rather abrupt change of focus from rural to urban issues in Part C appeared not to have a detrimental effect on the candidates and most opened by recognising the relative ease of accessibility of city centre locations. Prompting in the first two questions proved to effectively discriminate although the bulk of candidates found it more difficult to respond to the advantages of an out of town location for a cinema than to the city centre. This Part had a steep incline of difficulty and, in spite of familiarity with the resources, few candidates were able to organise a response to the final problem-solving task without the need for constant prompting. Some comments, though, did demonstrate pleasing geographical understanding.

As is clear from the above, a function of the Oral Test is for the teacher to take the opportunity to use a series of prompts to elicit the desired response. The degree of such prompting is recognised when deciding the marks to award. Where moderation of the test has resulted in a change of marks, this has almost always been: in a downward direction as the result of the teacher/assessor not making sufficient allowance for the degree of help given; or in an upward direction where the teacher/assessor has depressed the mark as a result of not being conversant with the required standard of this particular test.

3987/03 Examiner's Report

In its final year the written test performed as well as in previous cycles.

Students demonstrated some basic geographical skills.

Question 1: Where People Live

Performance in question 1 a i) was not answered as well as expected for the basic geographical ideas of where different types of land use are found in a city.

Students had a very good understanding of traffic problems in cities and how they are caused, and a sound knowledge of shopping and the types of goods sold in different types of shop. Some students mis-read question b ii) and did not circle or identify a choice, so could not provide valid advantages and disadvantages.

In part c the majority of the candidates completed the graph correctly and were able to identify reasons for migration.

Question 2: People and their Environments

The majority of candidates were able to correctly match the equipment used to measure weather components in question a i).

The most popular response for a ii) was fog where candidates identified lack of vision as a potential problem.

Candidates ability to complete the graph was good in b i) as was their ability to read it. b iii) showed that candidate's knowledge of terms was not as good as anticipated. The students skills in interpreting tables – c i) + ii) was good, as was their ability to identify problems created by lack of water supplies iii).

Knowledge of coastal processes was basic; their ability to identify evidence of erosion from the photograph was good – d i) + ii).

Question 3: People and Work

The candidates knowledge of industry types was disappointing –a i). A significant number of candidates were unable to read the pie chart well enough to arrive at the correct %. Map interpretation in b i) + b ii) was good; however in b iii) most candidates got the industry type but could not give the elaboration.

Candidates displayed success in extracting information from the extract e i) and identify reasons why people in LEDC's are prepared to work in these conditions.

The diagram completion iii) proved difficult for some candidates and parts iv) + v) were often answered incorrectly.

Generally the skills questions proved to be successful. Single words, circling and closed questions performed well. However often candidates failed to score on questions requiring description or elaboration.

General Certificate of Secondary Education Geography B (1987)

June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	90	-	-	54	45	37	29	21
Paper 2	90	58	49	40	28	-	-	-
Paper 3	60	-	-	33	28	23	18	13
Paper 4	60	42	37	32	21	-	-	-
Coursework	50	39	32	25	20	15	10	5

Syllabus Options

Foundation Tier

	Max Mark	C	D	E	F	G
Overall Threshold Marks	200	111	93	75	57	39
Percentage in Grade	-	34.5	28.7	19.7	10.7	4.9
Cumulative Percentage in Grade	-	34.5	63.2	82.9	93.6	98.5

The total entry for the examination was 19089.

Higher Tier

	Max Mark	A*	A	B	C	D	E
Overall Threshold Marks	200	156	136	116	97	69	55
Percentage in Grade	-	9.0	23.9	33.2	23.4	9.6	0.7
Cumulative Percentage in Grade	-	9.0	32.9	66.1	89.5	99.1	99.8

The total entry for the examination was 20012.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	4.6	12.5	17.2	28.7	18.8	9.9	5.1	2.4
Cumulative Percentage in Grade	4.6	17.1	34.3	63.0	81.8	91.7	96.8	99.2

The total entry for the examination was 39146.

Entry Level Certificate Geography B (3987)

June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	3	2	1	U
1 Coursework	40	25	15	5	0
2 Oral Test	30	20	12	4	0
3 Written Test	60	35	23	12	0

Option/Overall

	Max Mark	3	2	1	U
Percentage in Grade	100	38.8	42.8	16.4	100
Cumulative Percentage in Grade	-	38.8	81.6	98.0	100

The total entry for the examination was 210.

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