OCR
RECOGNISING ACHIEVEMENT

GCSE

Geography C (Bristol Project)

General Certificate of Secondary Education **GCSE 1988**

Entry Level Certificate **ELC 3988**

Combined Mark Schemes And Report on the Units

June 2005

1988/3988/MS/R/05

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General Certificate of Secondary Education Geography C (1988)

Entry Level Certificate Geography C (3988)

MARK SCHEMES FOR THE UNITS

REPORT ON THE UNITS

Mark Scheme 2401/01
June 2005

SECTION A: THE BACKGROUND

1 Use Resources 1 and 2.
The quarrying industry plays an important part in our way of life.

(a) Name <u>two</u> quarried materials used in house building. **[2]**

Any 2: 1 mark each

• Crushed rock • Sand or sandstone • Limestone • Clay • Gypsum • Salt	• Rock/ stone • Granite • • Aggregates • Slate •

Do not accept:

• Bricks • Tiles • Concrete • Cement	• Plaster • Glass • Oil

(b) State <u>two</u> industries, apart from building that also use the products of quarrying. **[2]**

Any 2: 1 mark each

• Pharmaceuticals/ chemicals • Cosmetics • Paper • Paint • Steel • Glass	• Pills • Transport • Farming/ food • Talcum Powder • Toothpaste

(c) State <u>two</u> ways in which quarrying is important to the British economy. **[2]**

1 mark per way

• Generates income • Creates jobs • Transport links / for trade • Export earnings (not just "trade")	• Anybusiness growth (factories, shops, offices etc) • Produces raw materials

Do not allow just house building.

Total [6]

2 Use Resources 3 and 4

(a) Demand for aggregates is increasing. Give <u>two</u> reasons for this. [4]

2 marks per relevant reason.

• Motorways • Channel Tunnel / Projects like it • More economic growth	• Aggregates not being recycled • Increased house building/ construction • Growth of cement industry

(b) Describe <u>two</u> ways in which limestone is used in food production. [2]

- Neutralises acid in beer and wine
- Overcomes soil acidity in farming
- Calcium added to animal diets
- Added to bread
- In sugar

1 mark per way.

Total [6]

3 Use Resource 5.

(a) Give <u>two</u> reasons why the CPRE, a conservation group, are against the expansion of the quarrying industry. [4]

Basic reasons include:

- Protect heritage/ destroy tradition
- Ruin landscape
- Double whammy of increased road building
- Increased traffic and pollution

(b) The CPRE suggest there are alternatives to quarried products. Describe <u>two</u> of these. [4]

Basic alternatives include:

- Using minestone from coal mining etc.
- Recycle minerals
- Use lowest acceptable grade
- Use crushed materials
- Organise/ plan settlements to necessitate minimum use of materials
- More durable buildings
- Reduce road building

Total [8]

For (a) and (b):

Level 1

1 Basic reason or alternative - 2 marks
2 Basic reasons/ alternatives - 3 marks
1 Reason / alternative with development - 3 marks

Level 2

2 Reasons / alternatives with development in one. -4 marks

(Section A: 20 marks)

SECTION B: THE OPTIONS

4 Use Resources 6 and 7.

People who live near Whatley quarry might have different views about its growth.

(a) Give <u>two</u> reasons why they might be against the quarry's growth.

(b) Give <u>two</u> reasons why they might be in favour of the quarry's growth. [6]

<u>Mark Parts (a) and (b) in the same way</u>

Level 1 **(2 marks)**

One basic reason. Eg points against:-

- Eyesore
- Dust
- Noise
- Danger / Accidents
- Vibration
- Effect on house prices
- Traffic congestion/ pollution from traffic
- Loss of countryside/ farmland
- Long time before effects of restoration
- Might lead to more quarries being permitted in the area.

If pollution must qualify e.g. noise pollution

Level 2 **(3 marks)**

Some development of 1 point (which must be the candidate's own interpretation, <u>not a direct lift</u>) or a further basic reason.

Points in favour could include:

- Advantages of restoration e.g. for recreation / ecology
- Jobs created
- Boost to local economy – multiplier effect.
- Loss of land is short term
- Limestone is used locally
- Uses a rail link rather than road
- Means other quarries in the area might close

5 Use Resource 8, any other relevant resources and your own knowledge.

Suggest <u>two</u> reasons why some people <u>who do not</u> live next to a quarry might be against its expansion. [6]

(Assume "not next to a quarry" to mean from a few kilometres to anywhere else in the world)

Level 1 **(2-4 marks)**
One basic response (2)
Two basic responses (4) /or development of initial point.

Level 2 **(6 marks)**
Two basic responses with 1 developed.

Basic Responses e.g.

- Creates more road building
- Generates lorry traffic some way from the quarries
- Leads to more air pollution
- Noise from blasting at the quarry
- Loss of open space
- Using scarce fossil fuels
- Spoils landscape/visual pollution
- Destroys peace and tradition of countryside breaking up communities.
- Destruction of natural habitat.
- Access Issues
- Any reason expressed by people with conservationist views (CPRE/ FoE)

Any relevant link to unsustainability/ social/economic and environmental for development.

6 Use Resource 9

From the options given in Resource 9, select and fully explain:

(i) One option you think is the most sustainable for quarry restoration.

(ii) One option that you think is the least sustainable for quarry restoration. [8]

Mark (i) and (ii) the same way.

Allow any of the 8 options in (i) and (ii) with relevant justification. Direct lifts are allowed if fully explaining the degree of sustainability.

Level 1 **(3 marks)**

Chooses valid option with basic justification (reason for choosing it)

Level 2 **(4 marks)**

In addition demonstrates understanding of one aspect of sustainability.

Sustainability can relate to natural, social and economic environments. It refers to 'meeting the needs of the present without compromising future generations.

(Section B: 20 marks)

SECTION C: THE DECISION

7 Use Resources 10, 11 and 12 plus any other relevant resources and your own knowledge.

Hanson PLC is proposing to extend Drybrook Quarry.

Consider the proposals carefully and the views of the stakeholders.

The possible options are:

Option 1: The proposal goes ahead as planned.

Option 2: The proposal is turned down.

Option 3: The proposal should go ahead, but with stricter controls.

(a) Which option do you think is best?

My chosen option is ----------

(i) Give reasons for your choice. [8]
(ii) State one reasons for rejecting ONE of the other options. [4]

(b) Annotate the plan opposite to show how the quarry could be restored at the end of its working life. Your ideas should be sustainable. [8]

(a)

(i) Level 1 (4 marks)
One basic reason in for chosen option

Level 2 (6-8 marks)
Two marks for each further points and/or development. Max 8 marks

(ii) Level 1 (3 marks)
One basic reason for rejection of one other option.

Level 2 (4 marks)
Second point or further development of original point.
Can allow an advantage of the chosen rejected option.

(b)

Level 1 (0-4 marks)
Marks on appropriate labels.
1 label 2 marks
2 labels 4 marks

Level 2 **(5-8 marks)**

2 marks per annotation.

NB. annotations should include some element of explanation or some reference to how it is sustainable. Can get top level 2 for one well-developed annotation.

Max. L1 if not labelled/annotated but has a written plan.
If labelled, with comments elsewhere, allow L2

(Section C: 20 MARKS)

GEOGRAPHY GCSE SPECIFICATION C 1988 (BRISTOL PROJECT)

Allocation of Marks to Assessment Objectives

Assessment Objective One (A01) Show knowledge of places, environments and themes at a range of scales from local too global. **[10]**

Assessment Objective Two (A02) Show understanding of the specified content. **[10]**

Assessment Objective Three (A03) Apply knowledge and understanding in a variety of physical and human contexts. **[20]**

Assessment Objective Four (A04) Select and use a variety of skills and techniques appropriate to geographical studies and enquiry. **[20]**

Unit 2401 H (Foundation Tier) Year 2004 Session June.

Section One: The Background

	A01	A02	A03	A04	Total
Question 1	1	1	2	2	6
Question 2	1	1	2	2	6
Question 3	2	2	2	2	8
Total	4	4	6	6	20

Section Two: The Options

	A01	A02	A03	A04	Total
Question 4	1	1	2	2	6
Question 5	1	1	2	2	6
Question 6	1	1	3	3	8
Total	3	3	7	7	20

Section Three: The Decision

	A01	A02	A03	A04	Total
Question 7	3	3	7	7	20
Grand Total	10	10	20	20	60

Mark Scheme 2401/02
June 2005

Section One: The Background

1 Use Resources 1 and 2.

Describe and explain <u>two</u> ways that the quarrying industry plays an important part in the British way of life. [6]

Level 1 (3 marks)
One simple was described.

Level 2 (4-5 marks)
Describes a second way (4 marks) or explains first way using resources. (4 marks)
Describes two ways and explains one of them. (5 marks)

Level 3 (6 marks)
Fully explains two ways using resources.

Indicative Content:
- Allows new building to continue
- Employs many people
- Important source of revenue
- Provides valuable resources in industry and farming
- Helps to develop new transport links
- Every day products = way, examples = development

Notes:
W Way
Dev Development

2 Use Resources 3 and 4.

Give <u>two</u> reasons why demand for quarry products has increased over the last 30 years. [6]

Level 1 **(3 marks)**
One simple reason for its importance

Level 2 **(4-5 marks)**
Adds a second reason (4 marks) or develops first reason using resources. (4 marks).
Describes two reasons and develops one of them. (5 marks).

Level 3 **(6 marks)**
Fully develops two reasons using resources.

Indicative Content:
- Limestone aggregate has many diverse uses.
- Resources are being used up more quickly than new planning permissions.
- Availability of aggregates helps with economic growth.
- Replaces other materials which are running out.
- Huge projects = reason, and examples = development.

Notes:
R Reason
Dev Development

3 Use Resource 5 and/or your own knowledge

Explain why some conservation groups have objections to the continued expansion of the quarrying industry. [8]

Level 1 **(4 marks)**
One simple objection using the resource.
No reference to resource equals level 1- (2)

Level 2 **(5-7 marks)**
Two objections using the resource or own knowledge.

Level 3 **(8 marks)**
Three developed objections using the resource or own knowledge

Indicative Content:
- Environmental damage in quarry area
- Damage caused by traffic using quarry over a larger area
- Sites abandoned without reclamation
- Means more road construction
- Loss of/ruining valuable historical sites
- Digging up countryside
- Damaging Roman baths
- Using up of a valuable resource

Notes:
Ob Objection
Dev Development

Checklist

1 Ob only	L1	(2 marks)
1 Ob Dev	L1	(4 marks)
2 Ob only	L1	(3 marks)
3 Ob only	L1	(4 marks)
2 Ob 1 Dev	L2	(5 marks)
3 Ob 1 Dev	L2	(6 marks)
3 Ob 2 Dev	L2	(7 marks)
2 Ob 2 Dev	L2	(7 marks)
3Ob 3 Dev	L3	(8 marks)

Section Two: The Options

4 Use Resources 6 and 7.

Suggest why people who live near Whatley Quarry might have different viewpoints about its growing size. [6]

Level 1 **(3 marks)**
One viewpoint either for or against the quarry.

Level 2 **(4-5 marks)**
One viewpoint developed or two viewpoints not developed L2- (4 marks)
If two viewpoints given but only one developed, L2 (5 marks)

Level 3 **(6 marks)**
Two viewpoints developed about the quarry's growth.

Indicative Content:

- Employment opportunities
- Wealth brought into the area
- Three possible other local sites to be protected
- Site to be restored as a nature reserve
- Could encourage wildlife in the area
- Environmental damage at large quarry site
- Increased traffic in area of quarry
- Possible danger to children
- Noise and dust
- Eyesore

Notes:
V Viewpoint
Dev Development

5 Use Resource 8 and your own knowledge.

Resource 8 shows a protest poster. Explain <u>two</u> reasons why some people who <u>do not</u> live next to a quarry might have objections to further quarry development. [6]

Level 1 **(3 marks)**
One simple reason for objection.

Level 2 **(4-5 marks)**
Adds a second objection (4 marks) or develops first objection using resources or own knowledge (4 marks). Gives two objections and develops one (5 marks).

Level 3 **(6 marks)**
Fully develops two objections using resources and own knowledge.

Indicative content

- More delays caused by lorries on roads
- Increased traffic noise and dust
- Possible danger to residents from traffic
- Environmental damage to areas of natural beauty
- People see the wider picture
- Health problems from dust, eg asthma

Notes:
Ob Objection
Dev Development

6 Use Resource 9.

From the options given in Resource 9, select and fully explain:

(a) <u>one</u> option that you think is the <u>most</u> sustainable for quarry restoration.

(b) <u>one</u> option that you think is the <u>least</u> sustainable for quarry restoration. [8]

Level 1 **(4 marks)**
One simple development in (i) **and** (ii).
(one simple development in (i) **or** (ii) equals 2 marks).

Level 2 **(6 marks)**
further development in (i) **or** (ii).

Level 3 **(8 marks)**
Further development in (i) **and** (ii).

Indicative Content:
<u>Sustainable option</u>

- Reasons why the following may be a good idea:
- Beauty spots
- Restored and improved farmland
- Recreation
- Visitor/Education Centre

<u>Non-sustainable option</u>

- Reasons why the following may not be a good idea:
- Landfill
- Urban infill
- Simply left

Notes:
Opt Option
Dev Development

Section Three: The Decision

7 Use Resources 10, 11 and 12 plus any ideas from elsewhere in the Resource Booklet or your own knowledge.

There are two decisions to make.

(a) Hanson PLC wants to expand Drybrook quarry. As regards this proposed extension, consider these options;

Option A – the proposal should be turned down

Option B – the proposal should go ahead as suggested

Option C – the proposal should be allowed but at a reduced size and with even stricter controls imposed.

Select your preferred proposal and give reasons for your choice. State why you rejected the other two proposals. [12]

Level 1 (3 marks)
Selects an option and gives a reason for choice.

Level 2 (8 marks)
Adds additional reason for choice referring to the resources/own knowledge.

Level 3 (12 marks)
Gives reasons for rejection of both the other proposals. Rejection of only one proposal is L3- (10 marks)

Model answer

Selects option 3 and gives a reason why a reduced size extension with stricter controls is the best idea, such as protects jobs and minimizes environmental damage. Adds additional reasons such as promised environmental improvements, no increase in traffic, land is not high quality etc.

Rejects proposal 1 due to loss of jobs, site is already there, area would not be that adversely affected, site not that visible. Rejects proposal 2 because extension very large, too much noise, dust and vibration, loss of rural land etc.

Notes:
Opt Option
R Reason
Rej Rejection

(b) Drybrook Quarry has a limited future use and will eventually be abandoned. Annotate the plan of the quarry on the separate resource sheet with your proposals for sustainable restoration. [8]

Level 1 (4 marks)
Simple annotations on plan of quarry to show proposal for **sustainable** restoration up to a maximum of four marks.
No annotations on plan, no marks at this level.

Level 2 (8 marks)
Adds explanations to each of the proposals for **sustainable** restoration. These explanations could be extended annotations on the plan or in prose form.

Notes:
P Proposal
Dev Development

GEOGRAPHY GCSE SPECIFICATION C 1988 (BRISTOL PROJECT)

Allocation of Marks to Assessment Objectives

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Assessment Objective Four (A04) Select and use a variety of skills and techniques appropriate to geographical studies and enquiry. **[20]**

Unit 2401 H (Higher Tier) Year 2005 Session June.

Section One: The Background

	A01	A02	A03	A04	Total
Question 1	1	2	2	2	6
Question 2	1	2	2	2	6
Question 3	2	2	2	2	8
Total	4	6	6	6	20

Section Two: The Options

	A01	A02	A03	A04	Total
Question 4	1	1	2	2	6
Question 5	1	1	2	2	6
Question 6	1	1	3	3	8
Total	3	3	7	7	20

Section Three: The Decision

	A01	A02	A03	A04	Total
Question 7	3	3	7	7	20
Grand Total	10	10	20	20	60

Mark Scheme 2402
June 2005

Question A1
This question is about places in the European Union

(a) (i) In which grid square is the settlement of Santa Cruz De Tenerife?

1 mark for square H5 or H6

(ii) In which grid square is the Teide volcano?

1 mark for square D4 **[2]**

(b) The Teide volcano last erupted in 1909.
Describe briefly the evidence of past eruptions.

1 mark for lava 1 mark near to crater
1 mark for crater/caldera/cone **[2]**

(c) Explain <u>two</u> different ways in which land uses on the island, such as settlement and transport, are influenced by the physical landscape.

L1: Gives **<u>one</u>** valid way **(1-3)**
L2: Gives a second way **<u>and</u>** explains one with detail **(4-5)**
L3: Gives **<u>two</u>** developed explanations **(6)**

Content Guide:
Settlement on lower, flatter land – easier to build there
Settlement along coast – easy access, links to other places, fishing, tourism
Airports on lower, flatter land – space, flat land for runways
Main roads follow coast – avoid steep interior, easier to construct
Farms near to lava fields – fertile volcanic soils
Settlements away from volcano/dangerous

(d) Scientists think the Teide volcano is a possible hazard to the local people.
Give <u>two</u> reasons to explain why people choose to remain on the island.

L1: Gives **<u>one</u>** valid reason **(1-3)**
L2: Gives a second reason **<u>and</u>** explains one with detail **(4-5)**
L3: Explains **<u>two</u>** reasons with detail **(6)**

Content Guide:
Family, friends live there, have always lived there, part of community
Have job/investments there
Fertile volcanic soils for farming
Risk not great enough to move, last eruption was 1909
Forecasting/protection schemes are good.

(e) For a European Union place you have studied which has experienced a natural hazard.

(i) Name the European Union place and the type of natural hazard.

(ii) Describe, with place detail, the impact of the natural hazard on people and property.

(iii) Explain, with place detail, the physical processes which caused the hazard.

L1: Names a valid EU place and natural hazard **and** gives a basic description of impact on people **or** a basic idea about physical processes **(1-4)**

L2: Names a valid EU place and natural hazard **and** gives a basic description of impact on people **and** a basic idea about physical processes **with** some place detail/development in (ii) **or** (iii) **(5-7)**

L3: Names a valid EU place and natural hazard **and** gives a basic description of impact on people **and** a basic idea about physical processes **with** some place detail/development in (ii) **and** (iii) **(8-9)**

Content Guide:
Full credit for any scale of valid EU place from settlement to whole country.
Impact on people and property could include:
Casualties, people killed/injured
Destruction of property, costs of damage
Disruption of daily life/economic activities

Credit physical processes only and must relate to chosen hazard, could include:
Plate tectonics for earthquakes/volcanoes
Weather conditions/climate factors for flooding/storms/fires/avalanches
Development/place detail could include
Credible data for impact e.g. number of people killed/injured
Place characteristics relevant to hazard impact or causes
Place names/locations for impact
Place names/locations for causes e.g. named tectonic plates, rivers
Explanation of how physical process(es) caused the hazard

Candidates may use same case study as for QB5e), the content must fit the above criteria

If non EU place given or no identifiable place but valid points in (ii) **and** (iii) = Maximum Level 1 marks

If non EU place given or no identifiable place but valid points in (ii) **or** (iii) = 1-2 marks

If only mentions valid natural hazard/EU place = 1-2 marks
If incorrect hazard for EU place or visa versa Maximum Level 1

END OF QUESTION A1

Question A2
This question is about LEDCs.

(a) Identify <u>two</u> outputs produced by the goat.

1 mark for each output: milk, manure, meat, more goats **[2]**

(b) Identify <u>two</u> ways in which the programme improves family's quality of life.

1 mark for each idea:
children don't go hungry/better health, sell more crops/sell milk/make more money **[2]**

(c) Explain <u>two</u> different ways in which this aid programme is sustainable.

L1:	Gives **<u>one</u>** valid way in which programme is sustainable	**(1-3)**
L2:	Gives a second way **<u>and</u>** explains one with detail	**(4-5)**
L3:	Gives **<u>two</u>** developed explanations	**(6)**

Content Guide:
References to sustainability could include:

Goats are a renewable resource e.g. breeding to produce more goats,
regular supply of milk
Input of manure conserves soil, improves fertility for future use
Local people manage the project after initial input - pass on knowledge/skills
Increased future benefits as projects develops e.g. more goats, more families involved
Improved health, reliable, long term source of income

(d) Study Fig 3 cartoons about food aid to LEDCs

(i) Explain <u>two</u> different problems with food aid shown in Fig 3.

L1:	Gives **<u>one</u>** valid problem	**(1-3)**
L2:	Gives a second problem **<u>and</u>** explains one with detail	**(4-5)**
L3:	Gives **<u>two</u>** developed explanations	**(6)**

Content Guide:

Food aid may not reach intended recipients e.g. war zone
Local producers may become dependent on food aid, no incentive for self help.
Local producers/markets undermined by free food aid

No credit for description of cartoon features without reference to a problem

(e) For an LEDC place you have studied where tourism has affected the lives of the local people.

(i) Name the LEDC.
(ii) Describe, with place detail, the attractions of the LEDC for tourists.
(iii) Explain, with place detail, how tourism has affected the lives of the local people.

L1: Names a valid LEDC place **and**
describes a valid attraction **or**
one effect of tourism on local people's lives. **(1-4)**

L2: Names a valid LEDC place **and**
describes a valid attraction **and**
one effect of tourism on local people's lives **with**
some place detail/development in (ii) **or** (iii) **(5-7)**

L3: Names a valid LEDC place **and**
describes a valid attraction **and**
one effect of tourism on local people's lives **with**
some place detail/development in (ii) **and** (iii) **(8-9)**

Content Guide:
Full credit for any scale of valid LEDC place from resort/settlement to whole country
References to LEDC attractions could include:
Climate/weather; wildlife/environment; culture/places of interest; tourist facilities/activities
References to impact on local people's lives can be positive and/or negative and could include:
Jobs created by tourism
Multiplier effect for other economic activities e.g. farming, construction
Improvements in infrastructure e.g. transport, water supplies, electricity
Income/profits/tax revenues invested in development projects e.g. improved housing
Jobs are menial/low paid – better jobs/management by outsiders
Supplies/products for tourism imported from outside/MEDCs
Locals prevented from sharing benefits of tourism e.g. all inclusive resorts
Profits from tourism leave LEDC to MEDC based companies
Displacement of local population by tourist developments e.g. game parks
Contact with tourists undermines local culture/traditions
Criminal activities related to tourism e.g. drugs/prostitution
Pollution/congestion/disruption to normal way of life
Resources exploited to benefit tourists e.g. water supply, cash crop farming
No credit for litter.
No credit for impact on environment/wildlife habitats unless clearly linked to local people's lives
Development/place detail could include:
Names of places, resorts, companies
Credible data for features or impact e.g. jobs created, income generated

Maximum Level 1 marks if MEDC/EU place given or no identifiable place but valid points in (ii) **and** (iii)
If MEDC/EU place given or no identifiable place but valid points in (ii) **or** (iii) =1 mark

Accept Eastern Europe and former Soviet Republics as LEDCs up to Maximum L2

If only names LEDC = 1 mark

END OF QUESTION A2

Question A3
This question is about MEDCs (excluding EU)

(a) (i) Which place provided the largest number of immigrants to Australia?

1 mark for New Zealand

(ii) Which place provided the smallest number of immigrants to Australia?

1 mark for rest of Africa – accept The Americas **[2]**

(b) Describe briefly how Fig 5 shows evidence of recent immigration to Australia.

1 mark for basic idea, second mark for detail or additional idea

e.g. Asian/oriental writing, traditional Asian style of buildings/statues,
could be shops/restaurants, could be religious buildings, people of Asian origin **[2]**
'Chinatown'

(c) Give <u>two</u> reasons to explain why most immigrants choose to live in Australia's larger cities.

L1: Gives **<u>one</u>** valid reason **(1-3)**
L2: Gives second reason **<u>and</u>** explains one with detail **(4-5)**
L3: Gives **<u>two</u>** developed explanations **(6)**

Content Guide:
Better opportunities in larger cities e.g. jobs, housing
Access to wider range of services e.g. education, health care
Presence of established immigrant communities in larger cities for security/settling in
Access to multi-cultural, cosmopolitan lifestyle
Coastal location
Initial point of arrival

(d) Explain <u>two</u> advantages for an MEDC like Australia of immigrants coming to settle there.

L1: Gives **<u>one</u>** valid advantage **(1-3)**
L2: Gives a second advantage **<u>and</u>** explains one with detail **(4-5)**
L3: Gives **<u>two</u>** developed explanations **(6)**

Content Guide:
MEDCs need labour supply – especially for lower paid jobs
Immigrants may be skilled/highly qualified workers e.g. doctors
Contribution to local/national economy through spending and taxation
Enrichment of cultural life of local/national community e.g. food, entertainment, customs

(e) In MEDCs some places have higher population densities than other places. For an MEDC (not a European Union country) you have studied:

(i) Name the MEDC.

(ii) Describe, with place detail, places with high population densities and places with low population densities.

(iii) Give reasons, with place detail, to explain why some places have higher population densities than other places.

L1 Names a valid MEDC **and**
describes a place with a high **or** low population density **or**
gives a reason to explain a feature of its population distribution **(1-4)**

L2 Names a valid MEDC **and**
describes a place with a high **or** a place with a low population density **and**
gives a reason to explain a feature of its population distribution **with**
some development/place detail in (ii) **or** (iii) **(5-7)**

L3 Names a valid MEDC **and**
describes a place with a high **and** a place with a low population density **and**
gives a reason to explain a feature of its population distribution **with**
some development or place detail in (ii) **and** (iii) **(8-9)**

Content Guide:
Should include references to locations/places which show an understanding of high and low ***population densities*** *within one named MEDC at any scale*
national, regional, urban-rural, contrasts within a city/large settlement

Reasons could include references to:
Physical factors e.g. relief, climate, soils, water supply
Human factors e.g. food supply, mineral and other resources, accessibility,
contrasts in development e.g. core-periphery, urban pull factors

Development/place detail could include:
Named places within MEDC e.g. capital city, regions
Credible data for population densities
Named features to illustrate reasons e.g.*named deserts or mountain ranges*
Credible data to illustrate climate reasons

No credit for references to high or low population, population structure or change unless they clearly relate to population distribution

Maximum Level 1 marks if LEDC/EU country given or no identifiable country but valid points in (ii) **and** (iii)
If LEDC/EU country given or no identifiable country but valid points in (ii) **or** (iii) = 1 mark

If no MEDC given but names MEDC places in (ii) and/or (iii) then up to Maximum Level 2
Accept Asian NICs up to Maximum L2
If names MEDC only – 1 mark

END OF QUESTION A3

Question B4
This question is about Physical Systems and Environments.

(a) Which <u>two</u> named places had thundery showers?

1 mark each for Plymouth and Norwich accept Cambridge
Accept Cornwall/Devon/ Norfolk/East Anglia/SW England **[2]**

(b) (i) Which named place had the highest temperature?
(ii) Which named place had the lowest temperature?

highest = London for 1 mark, lowest = Shetland for 1 mark **[2]**

(c) If the weather front over Ireland moves east, how could the weather in Wales change over the next 24 hours?
Describe, with detail, <u>two</u> possible changes.

L1: describes **<u>one</u>** valid change in weather conditions **(1-3)**
L2: describes a second change **<u>and</u>** develops one with detail **(4-5)**
L3: gives **<u>two</u>** developed descriptions of changes **(6)**

Content Guide:
Changes due to a frontal weather system could include those evident over Ireland on Fig 6
e.g. change from sunshine to rainfall, temperatures decrease as front passes over Wales
And/or own knowledge of frontal weather systems
e.g.*thicker, lower cloud, stronger winds*
For L2/3 development could include temperature data from 23^{o}C to 15/16^{o}C
Or detail about weather condition changes e.g. cloud types, wind direction changes

(d) Name <u>one</u> type of rainfall shown on Fig 6 and explain what causes this type of rainfall.

L1: Names a type of rainfall **<u>or</u>** gives a basic explanation for cause of rainfall **(1-3)**
L2: Names a type of rainfall **<u>and</u>** gives a detailed explanation for cause of rainfall **(4-5)**
L3: Names a type of rainfall **<u>and</u>** develops explanation with some detail **(6)**

Content Guide:
Types of rainfall are convectional, frontal, relief
Basic reason will explain how rising air condenses to cause rainfall
Development will explain what causes the air to rise
High daytime temperatures for convectional rainfall
Warm air forced to rise over cold air for frontal rainfall
Air forced to rise over higher land for relief rainfall
For full L2/L3, explanation must match type of rainfall

Response may be in form of an annotated diagram – full marks available

(e) For a natural landform you have studied:

(i) Name the type of landform.

(ii) Draw a detailed <u>labelled sketch</u> to show what your chosen landform looks like.

(iii) Explain, with detail, how processes, such as weathering, erosion, transport and deposition have created your chosen landform.

L1: Names a valid landform **<u>and</u>** shows a characteristic feature in sketch **<u>or</u>** mentions a relevant process **(1-4)**

L2: Names a valid landform **<u>and</u>** shows a characteristic feature in sketch **<u>and</u>** mentions a relevant process **<u>and</u>** adds relevant labels to sketch **<u>or</u>** explains how process(es) has created landform **(5-7)**

L3: Names a valid landform **<u>and</u>** shows a characteristic feature in sketch **<u>and</u>** mentions a relevant process **<u>and</u>** adds relevant labels to sketch **<u>and</u>** explains how process(es) has created landform **(8-9)**

Content Guide:
Named landform could be a named example or a landform type
e.g. Red Tarn or corrie lake.
Named example not needed for full marks.

Characteristic features in sketch will show shape/structure of landform
Labels could indicate size/relief and/or other relevant features
e.g. presence of joints, plunge pool, point bar, steep headwall

Will need to explain how process operates for L2/3 by either
describing how process has shaped/is shaping the landform or
by use of appropriate vocabulary for processes e.g. freeze-thaw, corrosion, plucking

No credit for simple repetition of words weathering, erosion, transport and deposition

Full credit if ideas about process(es) are added to labelled sketch

Full credit for multiple landforms associated with a type of landscape e.g. coasts

Maximum Level 1 if no sketch, if relevant ideas in (ii) **<u>or</u>** (iii)

1 mark if only names landform

END OF QUESTION B4

Question B5
This question is about Natural Hazards and People.

(a) (i) What was the Richter Scale magnitude of the 1906 San Francisco earthquake?

1 mark for 8.3

(ii) How many earthquakes were located on the line of the San Andreas Fault?

1 mark for 5 **[2]**

(b) Describe how the two plates are moving in relation to each other.

1 mark for each valid point, in the same direction/North West, 1 mark for moving together

2 marks for North American plate is moving into side of Pacific plate **[2]**

(c) Use a detailed labelled <u>sketch</u> to explain how the movement of plates causes earthquakes.

L1: Basic diagram showing valid plate movement with arrows **<u>or</u>** simple valid idea/statement about how earthquakes are caused by plate movement **(1-3)**

L2: Basic diagram showing valid plate movement with arrows **<u>and</u>** simple valid idea/statement about how earthquakes are caused by plate movement **<u>with</u>** idea labelled on diagram **(4-5)**

L3: Basic diagram showing plate movement with arrows **<u>with</u>** detailed labelled ideas to explain how earthquakes are caused **(6)**

Content Guide:
Diagram could be a representation of Fig 7
***<u>or</u>** a subduction **<u>or</u>** collision zone **<u>or</u>** a constructive margin*
Diagram could be a block diagram, a cross section or an overhead view
Plates colliding/hitting each other causes earth to shake = simple explanation for L1/L2-

Maximum level 1 if no diagram, diagram is incorrect or if arrows only

d) Explain <u>two</u> problems with earthquake prediction shown in Fig 8.

L1: Explains **<u>one</u>** valid problem associated with earthquake prediction **(1-3)**
L2: Explains second problem **<u>and</u>** develops one explanation with detail **(4-5)**
L3: Gives **<u>two</u>** developed explanations **(6)**

Content Guide:
Cartoons show limited expertise in predicting earthquakes compared to weather and/or lack of appropriate, scientific methods, therefore difficult to make reliable, accurate predictions
Credit own knowledge, Max 4 marks if no clear reference to cartoon

(e) For a natural hazard you have studied.

(i) Name the natural hazard.
(ii) Describe, with detail, the methods used to protect people and property.
(iii) Explain, with detail, how these methods protect people and property.

L1: Names a valid natural hazard **and**
describes a valid method of hazard protection **(1-4)**

L2: Names a valid natural hazard **and**
describes a valid method of protection **and**
explains how one protection method works **with**
some detail or development in (ii) **or** (iii) **(5-7)**

L3: Names a valid natural hazard **and**
describes a valid method of protection **and**
explains how one protection method works **with**
some detail or development in (ii) **and** (iii) **(8-9)**

Content Guide:
Named example not needed for full marks.
Action/strategies will vary according to hazard chosen, references could include:
Training of rescue workers/evacuation-emergency planning
Monitoring the hazard
Restrictions on development in hazardous locations
Building design/regulations in earthquake areas

For volcanoes monitor ground movements e.g. tiltmeter, radar images
monitor changes in ground temperatures, gas emissions, animal behaviour
to predict eruption. Lava channels to divert flows and/or spraying water to cool lava for control

Monitoring of weather systems/building of shelters for tropical storms
Coastal afforestation to reduce power of storm surge

For floods monitor weather conditions, condition of stores, river discharge in catchment
Building of dams, ings, channels, retention basins, flood barriers/embankments, to divert/control flood levels
Afforestation to reduce peak discharge, increase timelag

For droughts monitor weather/climate change, changes in vegetation
Water supply/conservation methods, tree planting to reduce desertification,
Development of drought resistant crops

For fires monitor temperatures/wind direction
fire breaks to control spread/path of fire

For Level 2/3 will need to explain how action taken has affected the frequency or magnitude or impact of the chosen hazard to save lives/protect property

Candidates may use same case study as for QA1e), the content must fit the above criteria
Maximum 5 marks if answered in general terms with no specific natural hazard
Only names valid natural hazard 1 mark

END OF QUESTION B5

Question C6
This question is about Economic Systems and Development.

(a) Using the maps describe briefly the location of the Multimedia Super Corridor.

1 mark for each valid idea
e.g. in Malaysia, near Kuala Lumpur, near International Airport **[2]**

(b) What type of economic activity is located in the Multimedia Super Corridor.

1 mark for each valid idea from Fig 9
e.g. high tech, research and development, tele suburbs, cyber village, airport

2 marks for valid summative statement
e.g. information and communications technology-based industries
or quartenary industries **[2]**

(c) Choose <u>two</u> different statistics to explain why Malaysia was a good country for the development of the Multimedia Super Corridor.
Explain each choice of statistic

L1: Chooses **<u>one</u>** valid statistic **(1-3)**
L2: Chooses a second statistic **<u>and</u>** explains one choice **(4-5)**
L3: Explains **<u>both</u>** choices **(6)**

Content Guide:
Valid statistics are:
Higher adult literacy rate indicates better educated labour force
Higher mobile phones } indicates better access to ict, higher prosperity
Higher personal computers } possible higher ict skills for labour force
Higher Internet Speed/Access indicates better high tech infrastructure/expertise

Credit for televisions sets, scientists/engineers in R&D as these compare less favourably to rest of South East Asia only if explained as potential for development

(d) Explain <u>two</u> ways in which the development of the Multimedia Super Corridor could affect the quality of life of the people of Malaysia.

L1: Gives **<u>one</u>** valid possible effect on quality of life **(1-3)**
L2: Gives a second effect **<u>and</u>** explains one **(4-5)**
L3: Explains **<u>both</u>** effects on quality of life **(6)**

Content Guide:
Credit references to improvements to quality of life which could include:
Job creation, construction and working in new industries
Possible high skilled, high paid jobs available
Multiplier effect to create jobs/profits in other/related sectors of economy
Profits/tax revenues could be invested in housing, health, education programmes

Credit references which explain why improvements to quality of life may be limited:
Foreign companies may employ own skilled/senior workers-management
Profits may leave Malaysia

No credit for pollution from factories

(e)For a place you have studied where there have been <u>recent</u> changes in economic activity:

(i) Name and locate your chosen place.
(ii) Describe, with detail, <u>recent</u> changes in economic activity for your chosen place.
(iii) Give reasons, with detail, to explain these changes.

L1: Names and locates place **<u>and</u>**
describes one piece of evidence to show change in economic activity **(1-4)**

L2: Names and locates place **<u>and</u>**
describes one piece of evidence to show change in economic activity **<u>and</u>**
gives a valid reason to explain the change **<u>with</u>**
some detail or development in (ii) **<u>or</u>** (iii) **(5-7)**

L3: Names and locates place **<u>and</u>**
describes one piece of evidence to show change in economic activity **<u>and</u>**
gives a valid reason to explain the change **<u>with</u>**
some detail or development in (ii) **<u>and</u>** (iii) **(8-9)**

Content Guide:
Full credit for local, regional, national or international scale for place

Changes can relate to one or more economic activities

Evidence of change could include references to:
Growth and/or decline of economic activities e.g. employment, investment
Changes in resources, production methods, technology
Changes in location of activities

Reasons must be related to change(s) described and could include:
Impact of changes in transport and technology
Changes in supply and demand e.g. foreign trade/competition
Influence of local, government, international policies

Candidates may use same case study as for QA2e), the content must fit the above criteria

Maximum Level 1 marks if:
No identifiable place given if valid ideas in (ii) **<u>and</u>** (iii)
No clear reference to change
Change not recent (before 1980)

Maximum 8 marks if name or location not given or incorrect

If no identifiable place but valid points in (ii) **<u>or</u>** (iii) = 2 marks

If names valid economic activity and correct location = 1-2 marks

END OF QUESTION C6

Question C7
This question is about Population and Settlement.

(a) (i) Name the river shown in Fig 11.

1 mark for river Severn

(ii) Give the correct number of the A road which crosses the bridge shown in Fig 11.

1 mark for A 44 **[2]**

(b) (i) Which large sports facility is located in grid square 8455?

1 mark for Race Course (accept Recn Gd/recreation ground)

(ii) Underline the correct 6 figure grid reference for the cricket ground shown in Fig 11

1 mark for 846546 **[2]**

(c) Describe two ways in which the river's floodplain has influenced land uses in Worcester.

L1: Describes **one** valid way **(1-3)**
L2: Describes a second way **and** develops one with detail **(4-5)**
L3: Gives **two** developed descriptions **(6)**

Content Guide:
Less building on floodplain – evidence of open spaces
Recreational land uses on floodplain e.g. race course, cricket ground
Other non-residential land uses on floodplain e.g. sewage works and wks for industry
Most residential areas are away from floodplain

Credit use of map evidence for L2/3 development

(d) Find the Business Park located at 4 figure grid reference 8857.
Give two reasons to explain why this was a good site for a Business Park.

L1: Gives **one** valid reason **(1-3)**
L2: Gives a second reason **and** explains one reason **(4-5)**
L3: Gives **two** developed explanations **(6)**

Content Guide:
Greenfield site on edge of town, cheaper land, possible room for expansion, more pleasant working environment
Close to junction 6 of M5 motorway, accessibility for inputs/outputs, workforce
Possible workforce from nearby residential estates
Nearby Blackpole industrial estate, compatible land use, possible linkages

(e) For a settlement you have studied, where there has been recent growth or decline.

(i) Name and locate your chosen settlement.
(ii) Describe, with detail, the evidence of recent growth or decline.
(iii) Explain, with detail, the reasons for the recent growth or decline.

L1: Gives name and location of a valid settlement **and** describes one piece of evidence of growth **or** decline **(1-4)**

L2: Gives name and location of a valid settlement **and** describes one piece of evidence of growth **or** decline **and** gives a valid reason to explain growth/decline **with** some detail or development in (ii) **or** (iii) **(5-7)**

L3: Gives name and location of a valid settlement **and** describes one piece of evidence of growth **or** decline **and** gives a valid reason to explain growth/decline **with** some detail or development in (ii) **and** (iii) **(8-9)**

Content Guide:
Can be rural settlement, hamlet or village; or urban settlement, town, city or conurbation

Full marks available if describes/explains growth/decline in part of a larger settlement e.g. city suburb

References to evidence of settlement growth or decline could include:
Population change
New building/demolition of residential areas
Opening/closure of industries, shops and services
Development of transport networks
Planned redevelopment/regeneration schemes
Growth of shanty towns in LEDC cities
Development of 'edge' cities

Reasons must relate to changes described and could include references to:
Push and pull factors associated with migration e.g. rural-urban migration
Changes in transport and technology leading to deurbanization
Local, regional and national policies to encourage reurbanization
Other planning policies e.g. development of satellite towns
Changes in economic activity

Maximum Level 1 marks if:
No identifiable settlement given if valid ideas in (ii) **and** (iii)
No clear reference to growth or decline
Growth or decline not recent (before 1980)

Maximum 8 marks if name or location not given or incorrect

If no identifiable settlement but valid points in (ii) **or** (iii) = 2 marks

If names valid settlement and correct location = 1-2 marks

END OF QUESTION C7

GEOGRAPHY GCSE SPECIFICATION C (BRISTOL PROJECT) 1998
ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES

Assessment Objective One (AO1)	Show knowledge of places, environments and themes at a range of scales from local to global.
Assessment Objective Two (AO2)	Show understanding of the specified content.
Assessment Objective Three (AO3)	Apply knowledge and understanding in a variety of physical and human contexts.
Assessment Objective Four (AO4)	Select and use a variety of skills and techniques appropriate to geographical studies and enquiry.

PAPER 2402 (FOUNDATION TIER) JUNE 2005-02-08

Section A: PLACES

Question A1	AO1	AO2	AO3	AO4	TOTAL
QA1(a)				2	2
QA1(b)				2	2
QA1 (c)			5	1	6
QA1(d)		6			6
QA1(e)	8	1			9
TOTAL	8	7	5	5	25

Question A2	AO1	AO2	AO3	AO4	TOTAL
QA2(a)				2	2
QA2(b)				2	2
QA2 (c)			5	1	6
QA2(d)		6			6
QA2(e)	8	1			9
TOTAL	8	7	5	5	25

Question A3	AO1	AO2	AO3	AO4	TOTAL
QA3(a)				2	2
QA3(b)				2	2
QA3(c)		6			6
QA3(d)			5	1	6
QA3(e)	8	1			9
TOTAL	8	7	5	5	25

Section B: PHYSICAL THEMES

Question B4	AO1	AO2	AO3	AO4	TOTAL
QB4(a)				2	2
QB4(b)				2	2
QB4 (c)			5	1	6
QB4(d)		6			6
QB4(e)	7	2			9
TOTAL	7	8	5	5	25

Question B5	AO1	AO2	AO3	AO4	TOTAL
QB5(a)				2	2
QB5(b)				2	2
QB5 (c)			5	1	6
QB5(d)		6			6
QB5(e)	7	2			9
TOTAL	7	8	5	5	25

Section C: HUMAN THEMES

Question C6	AO1	AO2	AO3	AO4	TOTAL
QC6(a)				2	2
QC6(b)				2	2
QC6 (c)			5	1	6
QC6(d)		6			6
QC6(e)	7	2			9
TOTAL	7	8	5	5	25

Question C7	AO1	AO2	AO3	AO4	TOTAL
QC7(a)				2	2
QC7(b)				2	2
QC7 (c)			5	1	6
QC7(d)		6			6
QC7(e)	7	2			9
TOTAL	7	8	5	5	25

Mark Scheme 2403
June 2005

Question A1

This question is about places in the European Union (EU).
Study Fig.1, a satellite image of the Spanish island of Tenerife.

(a) Identify the grid squares containing:
(i) Santa Cruz, the largest settlement on the island, and

(ii) The peak of the Teide volcano, which dominates the island. (2)

(i) One mark for H6 or D1 or C2 (accept neighbouring squares in addition to one of these)
(ii) One mark for D4

(b) The Teide volcano last erupted in 1909. State <u>two</u> pieces of evidence from the image of past eruptions. (2)

One mark for each piece of evidence

Content guide:
- Gullies/channels are straight
- Lack of settlement near the crater
- Lava flows/fields (or just lava) shown
- Fertile soils to north or vegetation/agriculture prominent
- Crater

(c) Explain <u>two</u> ways that the physical landscape of Tenerife is likely to have influenced land use. (6)

Levels:

L1	Suggests one way in simple terms	**(1-3)**
L2	Two ways, one developed explanation	**(4-5)**
L3	Develops two explanations	**(6)**

Content guide:
- Volcanic soils = agriculture
- Coastline = tourism
- Volcano = tourism
- Coastal plain = residential use
- Coastal inlets = ports/harbours
- Steep slopes = forestry + marginal agriculture/pastoral
- Accept sea = fishing

(d) Scientists think the Teide volcano is a possible hazard. Suggest <u>two</u> reasons why people choose to live close to natural hazards such as this despite the potential dangers. (6)

Levels:

L1 Suggests one reason in simple terms **(1-3)**
L2 Two reasons, one developed **(4-5)**
L3 Develops two reasons. **(6)**

Content guide:

- No choice
- Fertile land
- Invested much in the area already
- Risk sporadic/not great enough
- Forecasting is improving or already good
- Protection schemes are good
- Geographical inertia – always lived there/easier not to move!
- Attracts tourists = money

(e) For a natural hazard event that you have studied within the EU:

(i) Name and locate the natural hazard event;

(ii) With reference to specific place detail, describe the physical processes that caused the hazard and how human activities affected it. (9)

Levels:

L1 Names and locates the natural hazard event, and gives two simple processes/activities **<u>OR</u>** develops one of them **(1-4)**

L2 One process, one activity described, one developed, one with some place detail **(5-7)**

L3 Develops both answers with specific place detail **(8-9)**

Max. L1 for no named event.
Max. L1 if outside the EU.

(Total 25 marks)

Question A2

This question is about Less Economically Developed Countries (LEDCs).

Study Fig.2 below

(a) Identify <u>two</u> outputs from the aid system shown. (2)

One mark for each correct output

Content guide:
- Milk
- Meat
- Manure/fertiliser
- Crops
- Goats
- Money/Profit
- Respect/self-esteem

(b) Briefly state <u>two</u> ways in which Fig. 2 shows appropriate technology. (2)

One mark for each correct way

Content guide:
- No new skills needed
- No machines/repairs needed
- No real change of lifestyle needed
- It is an intermediate step to improvement
- The financial outlay is minimal, if any
- It is self-supporting

(c) Suggest <u>two</u> ways in which this Christian Aid programme is an example of sustainable development. (6)

Levels:

L1	Suggests one way in simple terms	**(1-3)**
L2	Two ways, one developed	**(4-5)**
L3	Develops two ways	**(6)**

Content guide:
- Look after itself in the future
- Improves the economic situation for the farmers
- Improves social aspects, such as self-esteem and social standing
- Helps the environment by producing natural fertiliser (manure) and increasing crops (vegetation)
- Helps the poor – creates greater equity in the world
- Quality of life improves

(d) Study Fig. 3 below

What message is the cartoon trying to give about food aid to LEDCs by MEDCs? (6)

Levels:

L1 Gives one simple message **(1-3)**

L2 Two messages, one developed **(4-5)**

L3 Develops two messages, **OR** gives one very perceptive summary **(6)**

NB Accept additional messages as development.

Content guide:

- It is 'tied aid'
- It leads to a financial trap
- The box indicates that those that most need it cannot get at it
- It does not stop the shortages of food
- Young children most need the food

(e) Many LEDCs have used tourism as a means of economic development.

For an LEDC that you have studied:

(i) Name the LEDC;

(ii) With reference to specific place detail, describe the positive and negative effects of tourism upon the quality of life of the local people. (9)

Levels:

L1 Names the LEDC and gives two simple effects **OR** one developed. Quality of life will be implied for simple effects, explicit for developed. **(1-4)**

L2 Both a positive and a negative effect upon the quality of life, one with some place detail **(5-7)**

L3 Develops both answers with specific place detail **(8-9)**

Max. L1 for MEDC choice: but accept former Eastern Europe and Soviet Republics as LEDCs up to Max. L2.

Content guide:

Tourism has to be studied as part of LEDC economic development – the scale can be national **or** regional. Accept small-scale tourist developments.

Quality of life to include outcomes **such as** less stress, more happiness, more leisure time, better facilities, less hardship, money for home comforts/education etc.

(Total 25 marks)

Question A3

This question is about More Economically Developed countries (MEDCs), outside the EU. Study Fig.4 below

(a) According to Fig.4, which <u>two</u> places of origin have provided the most migrants to Australia? [2]

One mark for each of UK & Ireland (or New Zealand) and SE Asia
(Do not penalise them if Ireland is omitted from the first answer)

(b) Compare the numbers of migrants in 1989-1990 with those for 1999-2000.

(i) Which place of origin shows the largest increase?

(ii) Which place of origin shows the largest decrease? [2]

One mark for each correct answer

(i) New Zealand or Rest of Europe and former USSR

(ii) SE Asia or UK & Ireland

(c) Australia is one of the most multicultural countries in the world. Explain <u>two</u> benefits of international migration to an MEDC. (6)

NB: Ambiguity: accept benefits to migrants as well as to the MEDC

Levels:

L1	Gives one benefit	**(1-3)**
L2	Two benefits, one developed explanation	**(4-5)**
L3	Develops explanations for two benefits	**(6)**

Content guide:

- Increased proportion of working population
- Increased number of tax payers
- Populates a large country with a low population density
- Enables the MEDC to develop its resources more fully
- Improves their sporting position in the world
- More culinary and cultural diversity
- Greater tolerance of minorities
- Cheap/hardworking labourers

(d) Study Fig.5 below

Suggest <u>two</u> ways that the introduction of a large number of international migrants is likely to affect the population structure of Australia. [6]

Levels:

L1	Suggests one way	**(1-3)**
L2	Two ways, one developed	**(4-5)**
L3	Develops two ways	**(6)**

NB: Allow up to L1 if discuss population **change** rather than **structure**.

Content guide:

- More young population
- More young adults
- More male young adults especially
- Lower % of old people

(e) For an MEDC (outside the EU) where you have studied population distribution:

(i) Name the MEDC;

(ii) With reference to specific place detail, describe and explain the pattern of population distribution. (An annotated sketch map would be an acceptable form of answer). [9]

Levels:

L1 Names the MEDC and gives a description and explanation of pattern in simple terms **OR** describes two areas **(1-4)**

L2 Two areas of the country explained, one with some place detail [**OR** describes three areas, one explained with some place detail] **(5-7)**

L3 Develops two answers with specific place detail **(8-9)**

Max. L1 for EU or LEDC choice.

NB: accept Asian newly industrialised countries as MEDCs to Max. L2.

Allow a region up to Max.L1.

Max. marks possible from a well annotated sketch map.

(Total 25 marks)

Question B4

This question is about Physical Systems and Environments.

Study Fig. 6 below.

(a) State <u>two</u> features of the winds to the west of mainland Britain. [2]

One mark for each point about the wind pattern

Content guide:
- All southerlies/blowing in a northerly direction
- 10 mph
- Strongest in the north, 15 mph

(b) State <u>two</u> features of the weather forecast for Wales. [2]

One mark for each correct feature

Content guide:
- Cloudy
- Sunny
- Warm/hot (or 23 deg C)
- Dry
- Humid
- Wind 10 mph

(c) Fig.6 shows a depression moving in from the west. Use Fig.6 to help you predict <u>two</u> ways in which the weather of Wales is likely to change as the depression moves east. Give brief reasons. (6)

Levels:

L1	Gives one simple way	**(1-3)**
L2	Two ways, one brief reason	**(4-5)**
L3	Both ways with a brief reason	**(6)**

Content guide:
- Wetter due to fronts from Atlantic
- Stronger winds
- Wind direction may change to S Easterly and then S Westerly
- Temps will initially drop, before rising as the warm sector follows the warm front

(d) Explain <u>two</u> different aspects of the weather shown for mainland Britain. [6]

Levels:

L1	Gives one reason in simple terms	**(1-3)**
L2	Reasons for two aspects, one developed explanation	**(4-5)**
L3	Develops explanations for both	**(6)**

Content guide:

- Light winds due to high pressure/isobars far apart
- Thunder & lightening due to high temps & convection
- Sunny weather due to high pressure/sort of anticyclone
- Rain in north due to fronts
- Warmer in south due to latitude
- Larger heat island effect in London

(e) For a physical landscape that you have studied:

(i) State where your chosen physical landscape is located;

(ii) Draw a simple labelled, sketch <u>OR</u> map to show <u>at least two</u> landforms that make up your chosen landscape;

(iii) Using specific detail, explain how <u>one</u> of these landforms was formed <u>at this specific location</u>. [9]

Levels:

L1	Locates the chosen physical landscape, and gives something identifiable in (ii) & simple in (iii) **<u>OR</u>** develops one of them	**(1-4)**
L2	Something in each and develops section (ii) or (iii), with some detail	**(5-7)**
L3	Develops both sections with specific detail	**(8-9)**

Max. L1 for no named landscape.

The name/type of physical landscape should be obvious from the location.
Credit diagrams for (iii), as well as (ii).
Full marks possible from a brief location and a well-annotated diagram.

(Total 25 marks)

Question B5

This question is about Natural Hazards and People.

Study Fig.7

(a) Describe the distribution of earthquakes shown on the map. [2]

One mark for each point about distribution

Content guide:
- Linear
- 3 or 4 clusters
- Along the San Andreas Fault
- Along a plate boundary
- In a line running SE to NW
- Often near major settlements
- Along minor faults

(b) Study Fig.8 below
According to Fig.8, which <u>two</u> areas along the San Andreas Fault had the greatest probability of an earthquake? [2]

One mark for each of Parkfield and Coachella Valley

(c) The majority of large earthquakes occur close to plate boundaries. Draw an annotated diagram to explain how the movement of plates could cause earthquakes. [6]

Levels:
L1 Shows understanding by drawing or mentioning one simple idea **(1-3)**
L2 Two ideas, one developed **(4-5)**
L3 Links earthquakes to plate movements well **(6)**

NB Development could be good diagram skills

Content guide:
- Destruction of plate
- Increase in friction
- Increase in pressure
- Rising magma
- 'Sticking' of plates

Max. L1 for no diagram but some explanation
Max. L2 if diagram not annotated

(d) Study Fig.9 below
Why are earthquakes particularly difficult to predict? (6)

Levels:
L1 Gives one suggestion in simple terms **(1-3)**
L2 Two suggestions, one developed **OR** three suggestions **(4-5)**
L3 Two suggestions developed **OR** four suggestions **OR** gives one **very** well **(6)**

Content guide:
- Occur without warning
- Occur sporadically
- Short lived
- Signs occur very shortly before the earthquake

Credit examples of earthquake prediction as development.

(e) For a place with a natural hazard that you have studied:

(i) State where the natural hazard is located;

(ii) Describe the measures of hazard protection that have been undertaken in your chosen area;

(iii) Using specific detail, explain how one of these measures of protection works. [9]

Levels:
L1 Names and locates the natural hazard, and gives something simple in (ii) and (iii) **OR** develops one of them **(1-4)**

L2 Something in each and develops section (ii) or (iii), with some detail **(5-7)**

L3 Develops both sections with specific detail **(8-9)**

Max. L1 for no named natural hazard.

There is no reason why candidates cannot use the same case study as for Question A1 or Earthquakes in California - the tasks are different.

(Total 25 marks)

Question C6

This question is about Economic Systems and Development

Study Fig.10

(a) Briefly describe the location of the Multimedia Super Corridor within Malaysia. [2]

One mark for each descriptive point about location

Content guide:

- South of Kuala Lumpur
- Between Kuala Lumpur and its International Airport (2 marks)
- In western (or Central) Malaysia
- On Peninsula (or Mainland) Malaysia
- East of Kelang

(b) State <u>two</u> reasons from the map for the location of the Corridor. [2]

One mark for each reason

Content guide:

- Access to good road communications
- Access to International communications
- Likely that it is a greenfield site outside Kuala Lumpur
- Access to Kuala Lumpur
- Central to SE Asian market
- Near Singapore, an area also prominent in this field

(c) Study Fig.11

Choose <u>one</u> measure of development from Fig.11. Describe and explain how it indicates that Malaysia is a good location for the Multimedia Super Corridor. [6]

Levels:

L1	Chooses a measure and describes an indication in simple terms	**(1-3)**
L2	Describes and explains an indication, developing either	**(4-5)**
L3	Develops both description and explanation	**(6)**

Development can be extra descriptions/explanations or one done well

Content guide:

Each could be used, but the task is harder if TVs or Research nos. are chosen.
The mark is for describing 'how it indicates', not choosing the measure.

- Adult literacy over 15 = Malaysia has more skilled labour for high tech firms
- Mobile phones = Malaysia has a large market compared with rest of SE Asia
- Personal computers = as above + another indicator of skilled labour
- Internet Speed & Access = Malaysia has more technologically advanced facilities.

(d) Give <u>two</u> reasons why new business parks (including retail and science parks) are often located on the edge of urban areas. [6]

Levels:

L1	Gives one reason in simple terms	**(1-3)**
L2	Two reasons, one developed	**(4-5)**
L3	Develops two reasons	**(6)**

Content guide:

- Greenfield sites
- Footloose industries
- Room for expansion
- Cheaper land costs
- Room for car parking
- Better access to airports for executives and visitors
- Better access to internal market
- Chance to landscape the site better
- Easier to put in new infrastructure

(e) For a region (smaller than a whole country and larger than a single settlement) where you have studied economic change:

(i) Name the region;

(ii) With reference to specific detail, describe and explain recent economic changes in your region. (9]

Levels:

L1	Names the region and describes an economic change in simple terms	**(1-4)**
L2	Two recent changes described, one explained, with some detail	**(5-7)**
L3	Develops two answers with specific detail.	**(8-9)**

Max. L1 if inappropriate scale of region chosen;
Max. L1 if changes before 1980.

Accept city regions

(Total 25 marks)

Question C7

This question is about Population and Settlement.
Study the OS map extract on the separate sheet and Fig.12 opposite.

(a) Identify <u>two</u> features of the landscape shown on the photograph to suggest why Worcester was located here. [2]

One mark for each correct feature

Content guide:
- Flat land
- River for communication
- River for water supply
- Bridging/crossing point of river
- Fertile land

NB. Photograph only

(b) Match the photograph to the map to calculate the approximate distance in kilometres from Worcester Bridge (A) to the roundabout at B. [2]

One mark for 0.2 - 0.8kms (accept answers like just under 1km)
Two marks for 0.4 - 0.6kms (or about half km)

(c) Using map evidence to support your answer, explain <u>two</u> ways in which the River Severn has influenced land use. [6]

Levels:

L1	Gives one way in simple terms	**(1-3)**
L2	Two ways, one explanation with map evidence	**(4-5)**
L3	Develops both ways with map evidence	**(6)**

NB Map only

Content guide:
- Recreational facilities on the floodplain
- Residential land use on river terrace/on slightly higher land
- Factories/warehousing on floodplain
- CBD adjacent to main bridging point
- Farmland on floodplain

(d) The hospital (infirmary) in grid square 8455 has now been closed. There are plans for it to become part of University College Worcester. Give <u>two</u> reasons why this site is suited for use as a college. [6]

Levels:

L1	Gives one reason in simple terms	**(1-3)**
L2	Two reasons, one developed	**(4-5)**
L3	Develops two reasons	**(6)**

Development **can be** map or photographic evidence.

Content guide:

- Centrally located for good access
- Near bus & coach/railway station for access for students without cars
- Race course/River Severn makes it a pleasant location
- Cheaper housing often centrally located
- Near city centre amenities, such as bookshops, cafes, PHs etc.
- Near sporting facilities

(e) For a settlement that you have studied where the population is increasing:

(i) Name and locate the settlement;

(ii) With reference to specific detail, describe and explain the problems associated with this increase. [9]

Levels:

L1	Names and locates the settlement a problem described and explained in simple terms **<u>OR</u>** gives two problems **<u>OR</u>** develops one description	**(1-4)**
L2	Two problems described, one explained, with some detail	**(5-7)**
L3	Develops answers with specific detail.	**(8-9)**

Max L1 if settlement not increasing in population.
Max L1 if settlement not identifiable

(Total 25 marks)

GEOGRAPHY GCSE SPECIFICATION C (BRISTOL PROJECT) 1998
ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES

Assessment Objective One (AO1)	Show knowledge of places, environments and themes at a range of scales from local to global
Assessment Objective Two (AO2)	Show understanding of the specified content.
Assessment Objective Three (AO3)	Apply knowledge and understanding in a variety of physical and human contexts.
Assessment Objective Four (AO4)	Select and use a variety of skills and techniques appropriate to geographical studies and enquiry.

PAPER TWO (HIGHER TIER)

Section A: Places

Question A1	AO1	AO2	AO3	AO4	TOTAL
QA1(a)				2	2
QA1(b)			1	1	2
QA1(c)		2	2	2	6
QA1(d)	3	3			6
QA1(e)	5	2	2		9
TOTAL	8	7	5	5	25

Question A2	AO1	AO2	AO3	AO4	TOTAL
QA2(a)			1	1	2
QA2(b)	1			1	2
QA2(c)	2	1	2	1	6
QA2(d)		4		2	6
QA2(e)	5	2	2		9
TOTAL	8	7	5	5	25

Question A3	AO1	AO2	AO3	AO4	TOTAL
QA3(a)				2	2
QA3(b)				2	2
QA3(c)	2	2	2		6
QA3(d)	1	3	1	1	6
QA3(e)	5	2	2		9
TOTAL	8	7	5	5	25

SECTION B: PHYSICAL THEMES

Question B4	AO1	AO2	AO3	AO4	TOTAL
QB4(a)			1	1	2
QB4(b)			1	1	2
QB4(c)	1	3	1	1	6
QB4(d)		5		1	6
QB4(e)	6		2	1	9
TOTAL	7	8	5	5	25

Question B5	AO1	AO2	AO3	AO4	TOTAL
QB5(a)				2	2
QB5(b)				2	2
QB5(c)		4	2		6
QB5(d)	1	4	1		6
QB5(e)	6		2	1	9
TOTAL	7	8	5	5	25

SECTION C: HUMAN THEMES

Question C6	AO1	AO2	AO3	AO4	TOTAL
QC6(a)				2	2
QC6(b)				2	2
QC6(c)		2	3	1	6
QC6(d)		6			6
QC6(e)	7		2		9
TOTAL	7	8	5	5	25

Question C7	AO1	AO2	AO3	AO4	TOTAL
QC7(a)		1		1	2
QC7(b)			1	1	2
QC7(c)		4	0	2	6
QC7(d)		3	2	1	6
QC7(e)	7		2		9
TOTAL	7	8	5	5	25

Mark Scheme 2423
June 2005

The Land, The Climate and People

1 (a) 4 marks K. Candidate puts each term into correct box. 1 point per term located.

(b) 1 mark K. Ocean – sea.

(c) 4 marks S.

(ii) T

(iii) T

(iv) F

(v) T

(d) 2 marks S Candidate labels S. America – 1 point
Candidate labels Africa – 1 point Examiner to use judgement that candidate does know location if writing very large.

Total for Question 1: [11]

People and Hazardous Places

2 (a) 5 marks S. Candidate places the words in the following order in the text.
rainfall
crops
wells
evaporates
drought.

(b) 4 marks A. For each dam the candidate must shade within the contours to the level at the top of the dam.
2 marks if this is done accurately.
1 mark if general idea exists but dam not filling within contours.
(1 mark max. for each dam if shading slightly goes out of contour but behind dam wall)
No marks for a general freehand 'puddle'.

(c) (i) 1 mark A. Dam A or B

(ii) 2 marks U. 2 valid points from, closeness to town, deep valley, long valley/reservoir, biggest area, supplying town/better for getting water supplies. Accept negative of Dam C.

(d) 4 marks S. Must be accurate.

(i) 32

(ii) 15

(iii) 20

(iv) 3

(e) 2 marks U. Candidate only gives a simple answer about conserving water/using less –1 point. For 2 points the candidate needs to give extra understanding. May include lower bills and ideas about lower usage of water.

(f) 2 marks K. 1 point per sensible way e.g. use of shower, water efficient washing machines, using a water butt, not water the garden, even a brick in the WC, use a water meter, storage of water by collecting rainwater etc. Do not accept storing water from the tap.

Total for Question 2: [20]

People and Work

3 (a) 5 marks S. 1 point per correct letter.

(i) T

(ii) T

(iii) T

(iv) F

(v) T

(vi) F

(b) 3 marks S. Candidate uses the map. Simple description 1 mark.
Detailed description including more than one location point 2 marks.
(Car parks not a location point)
Detailed description with use of simple geographical terms 3 marks.
Or Has used map fully with some interpretation 3 marks.
Or Detailed list accepted 3 marks.

(c) 2 marks U. 1 point per reason e.g. more use of cars, bulk buying, edge of city location, lots more customers, attraction to customers etc.

(d) 2 marks U. 1 point for an advantage. e.g. Close to shop, jobs. 1 point for a disadvantage. e.g. noise pollution, open 24 hours, traffic problems.

(e) 3 marks A. 1 point for locating superstore at appropriate location. Although the trend for location of superstores are on the edge of cities. (City/town centre locations are accepted, as superstore may relate to comparision goods in this example)
Up to 2 points for giving valid geographical reason relating to shop or customers. Simple statement will achieve 1 point out of 2. Answers may include jobs, near housing, shopping on the way home from work etc.

Total for Question 3: [16]

People and Places

4 (a) 3 marks K. 1 point for each city named. (Agreed list taken from website www.dca.gov.uk).

(b) 4 marks (2U, 2A). max. 2 points awarded to each person. Any reasonable response, either two views/reasons or an extended answer.
The City Banker viewpoint will be to live where he can get work. This may include, shopping, entertainment etc. Answers may include travel to work/commuter time.
The retired person may reflect on the ills of the city, the countryside being less crowded and the need for a safe quiet environment.

(c) 6 marks S.

Level 1 – draws new housing estate in a sensible place.
(village green or marsh land is not a suitable place).
– uses appropriate shading or symbol. Wording accepted.
Or no housing drawn but draws some appropriate services on the map.
2 marks.

Level 2 – area of housing is of an appropriate size i.e. more than a few individual houses.
– uses the key **3-4 marks. (1 mark for either response)**

Level 3 – **(must achieve level 2)** adds further ways the village may change e.g. primary school, petrol garage on the main road, bus stop on the main road, general store, take away etc. **Located in sensible place and appropriate to a village and its map**. Points may be given for two changes or one change at a sensible location eg a petrol garage or bus stop on the main road. A general store within the village near to the new estate. Do not accept a supermarket unless sited on the main road. **5-6 marks**

Total for Question 4: [13]

Total for Paper = [60]

SPECIFICATION/ASSESSMENT OBJECTIVES GRID

	Skills	Application	Knowledge	Understanding	Question Total
Question 1	6		5		11
Question 2	9	5	2	4	20
Question 3	9	3	0	4	16
Question 4	6	2	3	2	13
TOTALS	30	10	10	10	60
Criteria %	**15**	**5**	**5**	**5**	**30**

REPORT ON THE UNITS
June 2005

2401/F: Foundation Tier Decision Making Exercise (Written Examination)

General Comments

Both the resource booklet and paper were well received by Centres.

All Examiners agreed that the paper had been pitched appropriately for the target audience. Candidates scored across the full mark range indicating that the paper differentiated well. There were far fewer questions not attempted. This indicates that a high proportion of candidates found the paper accessible and had a positive experience in the examination. There was a great deal of evidence that where Candidates had been well prepared and that the paper gave them the opportunity to demonstrate their knowledge and achieve a good outcome . The best answers came from those who had a sound understanding of the booklet and could exhibit their geographical knowledge through the questions. It was especially pleasing to see the average mark increase slightly and to witness positive achievement from many students who have good geographical understanding but find writing skills challenging.

The quality of response was often related to Centres with effective use of the preparation period transmitting confidence to candidates and enabling them to develop their answers. This resulted in successful elaboration using the resource material and a higher level of interpretation and analysis.

However there are still a number of candidates who need to be encouraged to justify their responses with reference to the resources and not purely rely on 'lifting'. This exam requires Candidates to be able to select evidence from the resources and then elaborate on the reasons for their choice. Candidates who find this difficult need to practise from past papers, and Centres should consider employing writing frames to extend answers and give Candidates the experience of peer and self assessment to reflect on their responses.

A small minority of Candidates only are employing any form of planning their answers. This can be crucial to success in the 'decision'. Also the highlighting of 'command words 'where employed it improves Candidate focus and is demonstrated in a raised level of performance. As there is little evidence of time management issues it is surprising that more Centres are not training Candidates in these basic exam techniques which could improve their overall performance in the entire series of exams .

Centres are reminded that the Note for Teachers are intended to assist in the preparation of Candidates and as such need to be paid closer attention than was evident from some Centres.

Most Candidates appear to have been entered at the correct level.

Comments on Individual Questions

SECTION 1 - BACKGROUND

1) The majority of candidates coped well with Q 1. however some weaker candidates were unable to differentiate between the products of quarrying and their derivatives. Many incorrect answers to 1a included cement and tiles.

In 1c all but the weakest candidates successfully developed some links with the British economy. Links were made with the provision of raw materials for other industries, the

need for transport links for trade and industry, export earnings and job generation.

2) The resources were generally utilised well in relation to this question. In a. links were made to economic growth, major building projects and the demand for more housing (although this was often erroneously linked to population growth per se). E.g. 'more economic growth means more construction… and an increase in demand for aggregates.'

'More vehicles leads to more road building, 32% of aggregates are used in road surfacing.'

'Advances in technology and development plans such as the Channel Tunnel which needed 10 million tonnes of aggregates.'

Candidates usually linked limestone well to its incorporation in food products such as flour, sugar and brewing. However the key word 'food' was sometimes missed leading to incorrect answers.

3) The majority of candidates used the resources well lifting appropriate phrases to answer this question. However those who limited their answers to lifting restricted their score to Level 1 missing out on the development mark.

Eg Level 1 answer:

a) The CPRE argue that the expansion of the quarry will destroy ' much loved rural heritage' and should be protected and not 'recklessly dug up and driven on'. Also that expansion will create ' countryside eyesores and will destroy history'.

b) Use minestone from coal mining. Recycle materials from previous structures such as derelict buildings which can be crushed and used again. E.g. Level 2 answer. These answers had an element of development or interpretation of the resources.

a) CPRE argue that ' the much loved rural heritage should be cherished and protected not dug up and driven on.' This means that they believe quarrying is damaging the environment forever.They believe that restored mineral workings can never match what was there before so the ecosystem is destroyed forever .

b) Ensure that buildings are durable and last for a long time. If they are built correctly for the long term they will not need to be replaced for many years and this will use less resources.If more minerals are recycled from derelict buildings then there will be less need for quarries to dig new ones from the ground.

4) Question 4a was well answered with reference to traffic, noise, air pollution, health issues, visual pollution decline of property values and traffic delays. E.g. 'it will be an eyesore' 'people may not be able to sell their homes and their value will be less.' 'It may cause traffic delays and inconvenience.'

Candidates found Question 4b more difficult to answer. Most focused on the creation of jobs, generation of business in the area, some referred to the possible multiplier effect and a few mentioned the long term gains possible to the environment and the economy once the quarry had been restored. E.g. 'once the minerals are exhausted the quarry may be restored for recreational use which will improve the landscape quality of the area and will be used by locals.'

5) Many candidates missed the 'who do not' clue in the question despite it being highlighted and so erroneously offered similar answers to Q 4. In addition many confused the quarry in Resource 6 with that in Resource 10 which also led to inaccurate answers. This was a result of candidates failing to read the question where they were clearly directed to Resource 6

However there were some good quality answers with good linkage to the resources and interpretation displayed.

E.g. 'People may be against quarrying due to the fact that it causes more need for transportation which leads to more roads which in turn leads to more quarries. The pattern is like a big never ending cycle which will cause more pollution from traffic and increases air pollution and may also add to global warming.'

6) ' People may also be concerned about the effect on wild life as quarrying will result in loss of habitat with some species becoming endangered and even extinct.'

There was a range of possible answers here and candidates were given credit for relevant reasoning. There were a disappointingly large number who failed to link their reasons to sustainability as directed. The most common sustainable options were beauty spots and nature reserves. Some however pointed out that these types of uses could become unsustainable if they attracted a large number of visitors. However there w appreciation of the economic and social aspects of such schemes. Water supplies were not a common choice but the following example demonstrates its suitability as a sustainable option.
'A quarry that has once provided raw materials will now be providing water for the future of the communities. It is not harmful to the environment and will provide jobs and amenities for the local community. It will be available for future generations.'
Landfill sites were a popular non sustainable option. E.g. 'Although there is a desperate need for waste disposal sites I do not think this is a sustainable idea. The methane produced will damage the environment and may contribute to global warming. It will also be ugly, lead to disease and generate large amounts of traffic…' Some however argued successfully that landfill could be a sustainable option if handled properly as the methane could be tapped as an energy resource and the hole was already created. Farmland was not seen as a viable option with candidates demonstrating their understanding of the unsuitability of such sites due to the nature of the relief and soil type.

7) In 7a candidates choosing Option 1 usually had the best arguments. The vast majority were able to score at least Level1. Those choosing Option 3 found it hardest to develop exactly what form the stricter controls should take.

E.g. for choosing Option 1 '... The extension should go ahead due to the high demand for aggregates..' ' ..if the extension is not allowed it will have to be imported.' '.. it will provide jobs' '… it will result in the closure of other quarries so that only one area will be affected' '.. there will be no increase in disruption and noise will decrease due to the crushing plant being moved further into the quarry.'

E.g. for Option 2 'the extension will extend the danger to health of the local people and increase their inconvenience. Also they might decide to extend further and once

permission has been given it will be easier to obtain permission in the future

E.g. for Option 3 ‘strict agreements on restoration taking into account local peoples views ‘Greater consultation with all stakeholders but especially the local population.’ ‘..ensuring that the bulk of transport is done by the rail link and not by road.

Many responses to 7a(ii) were negatives of a(i).

However some candidates managed to develop wider response.
E.g. Reject Option 1 ‘due to the increased threat to the area and continuation of health problems. Reject Option 2 ‘there is a demand for materials and this extension will save other sites from development.’

Reject Option 3 ‘Controls already exist.’ ‘Additional controls may make the resources too expensive and so the quarry uncompetitive with others where such controls do not exist.

7b Was obviously not anticipated by many Centres and whilst there were some excellent responses many struggled to gain above Level 1.

Some ignored the question entirely obviously feeling too challenged. Others wasted time and effort by re drawing the plan given in the answer booklet but adding nothing. Some added labels outside of the quarry area. Most common was a lack of appreciation of annotation with many being content to label the plan and so restricting themselves to a level 1 mark.

A large number demonstrated a lack of appreciation of the contours on the map by placin inappropriate features such as lakes on the steepest slopes. Many also ignored the instruction to ensure that their ideas were sustainable.

However there were a minority of really well annotated sketches including such e.g. The site should be filled with water for non-motorised recreational water sports such as windsurfing and sailing, picnic benches and nature trails and centres to encourage peopl to enjoy and look after the wildlife, a children’s’ education centre and play area could be added also improving the local peoples quality of life. Woodland could be managed on he steeper slopes to encourage the reestablishment of wild life. Jobs could be provide for local people as wardens, educators, forestry which would help improve the local community now and in the future.

2401/H: Higher Tier Decision Making Exercise (Written Examination)

General Comments

There is no doubt that candidates were well prepared for this Decision Making Exercise (DME) and most candidates did themselves justice and performed well. Personal knowledge and additional case studies extra to those featured in the resource booklet were very evident and this assisted many candidates to demonstrate a sound and thorough geographical understanding of the topic of world food supplies. It also showed a strong interest in contemporary issues such as genetically modified crops and food sovereignty, and appropriate terminology relating to these issues was well used. The term 'sustainability' which has proved to be troublesome in previous DMEs, is now well understood by the vast majority of candidates. At the top end of the mark range there were some outstanding scripts and full marks were achieved by more candidates than in recent sessions. However, some of the better candidates are still writing lengthy, detailed answers which achieve full marks well before the end of the response and can result in timing problems later in the paper. A close look at the mark scheme should alleviate this problem in the future. Precision and clarity should be encouraged! Answers written 'on the hoof' without planning tended to be rather verbose and prone to repetition.

However, some centres, as ever, entered candidates for the wrong tier as clearly shown by their responses to the decision section which lacked the required depth and organisation, despite this question being the most easily understood for some time. Some weaker candidates would benefit from attempting the foundation level paper which, with its answer booklet, directs the responses in a more structured manner. There was little evidence of many candidates not finishing the paper in the allotted time.

Centres are reminded of the requirements of the front cover of the answer booklet which should have the question numbers filled in by the candidate and of the need for candidates to leave a few lines between each answer. In terms of answer booklets, eight page editions have proved to be the most suitable for this examination rather than individual sheets, four page booklets or sixteen page booklets. If additional sheets are used, then they should be fastened to the main booklet with a treasury tag and not simply placed inside the booklet. Also, all details required on the front cover such as the candidate's name, number and centre number must be completed to avoid possible confusion.

Comments on Individual Questions

SECTION 1 - BACKGROUND

1) Use Resource 1.

Select and describe <u>two</u> pieces of evidence that suggest LEDCs are suffering greater food shortages than MEDCs.

The majority of candidates scored well on this introductory question. The most common reference was made to the map showing the average calorie consumption per person and the graph comparing the average food per capita in the UK and Malawi. Those candidates using other parts of the resource did not always score as well because they often failed to link the statements with food shortages or make the disparity between MEDCs and LEDCs clear. The bullet points beneath the map were sometimes quoted but without suitable development. The article headed 'Cows are better off than half the world' was occasionally misinterpreted by weaker candidates to read as if cows were paid a wage! It was also common for candidates to write too much

on this question – especially those who were pushed for time later on in the paper. A few candidates used the obesity information to blame the Americans for all food shortages!

A typical full mark answer;

The map shows that Brandt's North/South divide also counts for the amount of calorie consumption. The people in Brandt's Rich North consume enough calories per day and some over the recommended daily intake whereas in the Poor South, most of the LEDCs there are consuming less calories than the recommended intake. Also Malawi, an LEDC, is consuming less of the foods that our bodies really need. They are lacking in the food substances that are most needed by the body like protein, vitamins and minerals. But the UK, an MEDC, is consuming a large amount of these things per year. The only thing that the people living in Malawi are eating a lot of is wheat and maize, because that is what they are able to grow for themselves.

2) Use Resources 2 and 3.

Food sovereignty is about giving people choices and rights to control food production. Give two explanations of how this could help to reduce hunger in some areas.

Food sovereignty proved to be difficult concept for some weaker candidates and consequently this question differentiated quite well. Some thought that it was about making rules while others thought it was about giving farmers material assistance rather than giving them control and choices. Some candidates wrote at length about problems rather than how the various ways could help reduce hunger. 'Women's exclusion' was largely misunderstood, i.e. many thought it was about putting women to work on the land rather than making them a part in the decision making process. Candidates also had some difficulty in understanding the nature of 'dumping' where cheap food from MEDCs is given to LEDCs so making it impossible for LEDC farmers to compete. However, it must be noted that the more able candidates clearly understood the nature of food sovereignty and were able to select two ways and develop their answers in their own words to show how hunger could be alleviated.

A typical full mark answer;

Giving people choices and rights to control food production would help reduce hunger in some areas of the world, because using the local knowledge and the knowledge of the farmers would help to increase the yield. They know when the rains come and their climate and surroundings. All they need is investment into their community and they will be the best people to grow crops and how to grow crops. By using sustainable farming such as agricultural biodiversity, a farmer will benefit more. If a farmer were to use mono-culture, then if the climate and weather weren't the right conditions for the certain crop to be grown the farmer would have a very low yield and suffer because of not much profit or even none. By using biodiversity different species/types of the crop would be able to grow in different conditions to the other types of crops. Therefore meaning that the farmer should have a constant yield the whole year through.

3)Use Resource 4.

Explain how MEDCs have made the situation regarding world food supplies far worse for LEDCs in recent years.

This question proved to be a good discriminator and it was the way the candidates used Resource 4 which distinguished the better responses. Reasoned development was often lacking. Some weaker candidates simply listed evidence or were confused and rather rambling. They often failed to grasp the need to show how the situation was worsened by MEDC involvement. Better candidates could identify how MEDC corporations were controlling both the inputs and outputs of LEDC farming systems and in each demonstrate how the ability of the farmers to feed themselves was being reduced well below their potential. Despite the complexity of the resource, it appears to have been taught very well and candidates were able to access the resource.

A typical full mark answer;

The MEDCs are making it worse for LEDCs by using more and more of their land for plantation crops. This means that the farmers cannot afford to feed themselves and families with their own crops but have to export them to make money to buy new seeds. MEDCs are putting up tariffs for the LEDCs which the LEDCs cannot afford. This means they are spending all their money on these tariffs and cannot afford to feed themselves. The MEDCs are also reducing production prices which means the people who have produced the crops are getting less money for their crops. MEDCs are also increasing their level of pollution which is leading to global warming which may affect some areas and bring bad weather which will reduce the farmers' yields.

SECTION 2 – THE OPTIONS

4) Use Resource 5.

Select two of the strategies for improving farming in Sub-Saharan Africa and explain why they could be sustainable solutions.

This question was answered so well that it did not differentiate in the way that was intended. Although most responses followed the resource rather closely, the understanding of sustainable solutions was implicit in the majority of responses. Even though reference to both goats and camels was by far the most common, many worthwhile answers dealt with 'building on experience'. Some candidates introduced their own strategies such as GM crops with answers generally well related to Sub-Saharan Africa. Some responses were far too long and could have taken up too much time.

A typical full mark answer;

Goats are a sustainable solution for improving farming in sub-Saharan Africa. These goats are cheap and easy to care for. To begin with, the local goats do not produce much milk, but once they have been bred with a British goat they produce far more. The local people can drink this milk and it alone will improve the people's health and diet. This means that they do not need to keep as much of their crops to feed their families and so can sell more. They can also sell the milk to buy more seed. The goat manure also helps to fertilise the vegetables and fruit that are grown, therefore increasing food production. Also by building on experience the farmers can produce more food because they personally know what their environment is like. They can plan

for the future by being involved in local decision making, and more importantly, they can help themselves out of poverty. They can increase food production and be able to feed themselves and their families. This type of strategy is a sustainable one because the people can keep doing these things even after an NGO has gone.

5) Use Resource 6 and your own knowledge.

Identify and explain two ways that the 'GM Revolution' could help to reduce hunger in the world.

This question proved quite straightforward for most candidates and could have discriminated better. The ways in which GM crops could reduce hunger were generally clearly stated but responses were not always sufficiently developed. Some weaker candidates tended to just list the points from the resource or related their answers to health (allergies) rather than hunger. It was clear that the issue of GM crops had been sufficiently discussed in most centres with more able candidates able to develop answers well beyond the resource. A common misconception was that resistance to disease meant people rather than crops.

A typical full mark answer;

The GM revolution can help reduce hunger in the world because the crops are resilient to many of the factors that destroy normal unaltered crops. They can grow in places where there is a drought, and where normal crops would not be able to survive the conditions. Another way is that less land is needed to grow these crops because more can be grown in a smaller space. This means more food production and more land left to grow food for the community of farmers and their families.

6) Use Resource 7 and your own knowledge.

GM crops are a controversial issue. Not everyone agrees that they will help to solve world hunger.

a) **Choose one person who is in favour of GM crops and explain in detail why they hold this view**
b) **Choose one person who is against GM crops and explain in detail why they hold this view.**

This question provoked a variety of responses. It proved to be a good discriminator since weaker candidates failed to relate their answers to the problem of hunger. In addition, too many candidates tended to follow the resource too closely and did not develop responses beyond it. The choice of person often determined the level of response. Many candidates chose Dr. Jean Mitchell and developed ideas relating to health rather than hunger. Some chose the Chinese cotton farmer, Qufa Chou, and did not mention food supply. Marks tended to be lost when candidates strayed from the point and wrote about allergies rather than hunger. There were very few rubric errors. Candidates tended to go for quantity but not necessarily quality.

A typical full mark answer;

Qufa Chou is a cotton farmer in China and he is in favour of GM crops because he has very little land. GM crops would help him because more of these crops can be grown in a smaller area which is perfect for him with such a small landholding. This means he can sell his cotton and buy more food for his family. He is also concerned about the

environment which he says would benefit from using GM crops because they do not need pesticides because they have been engineered to have a resistance to pests and diseases. This also means he will produce more and will be able to feed his family from the profit.
Arundhati Jaffrey is saying that multi-national corporations are taking over these countries that are using GM crops and so is against them. They are making farmers dependent on them which means thy will pay any price for the genetic resources, so making smaller profits and having less money to spend on food. The GM crops may also need pesticides that are made by the same company therefore increasing the dependency of the farmers on the corporations. These corporations take advantage of the farmers because they know that the farmers need the companies to survive and feed their families.

SECTION 3 – THE DECISION

7) Use Resource 8 and any ideas from other resources in the Resource Booklet or your own knowledge.

The Ifuagao people of the Philippines have farmed sustainably for 2000 years. However, population growth is putting their farming system under pressure and the future may not be sustainable.

You need to consider some future options for the Ifuagao;

Option1 – Replace the rice padis with cash crops such as flowers for export.

Option 2 – Encourage small-scale sustainable farming producing rice and cash crops using aid from MEDCs.

Option 3 – Replace traditional varieties of rice with GM varieties.

Option 4 – Continue with current traditional farming practices.

a) Choose one of these options. Give your reasons for selecting it and hy you consider it to be sustainable.
b) State why you rejected the other three options.
c) Explain why your chosen option may not be ideal in all ways and why some of your rejected options may have some merit.

The marks for this question were much better than in the past with a significant number of candidates achieving full marks. Such responses tended to be well structured and demonstrated a good understanding of the advantages and disadvantages of the options as well as a clear grasp of the concept of sustainability. Many made good use of the resources and used their own knowledge when constructing their answers. Candidates selecting option 3 tended to score the best, with reasoning for options 1 and 4 often being more superficial. Some of the weaker candidates' rejections tended to be rather vague or inaccurate, such as the unsuitability of the climate for growing flowers. Centres are training candidates to 'work through' the question, section by section, and this is paying dividends. Some candidates gave lengthy, alternative solutions which did not link up well with the offered options. Some candidates mentioned that it is not possible to eat flowers! Weaker responses tended to concentrate on the negatives rather than the positives or chose inappropriately and argued against themselves. There were a few instances of time management problems with rushed or occasionally unfinished answers, often related to overlong responses to earlier questions.

A typical full mark answer;

I would choose Option 3. I think that this option is a good choice because by using GM crops a larger amount of crops can be grown in a smaller space. This would help because if the population is growing then there is less land per farmer. By using GM crops this does not matter because of their ability to grow a lot in a small space. Also there are only a few skills needed to grow GM crops because they are resilient to drought and disease, pests and viruses. It is good that they do not need many skills because the population is ageing due to rural to urban migration. There is a worry that skills and knowledge passed down through the generations may be lost. GM crops can be grown throughout the year so the farmers will always be getting an income. I think this is the sustainable option because no matter what the weather is like the crops can survive, the farmers can make more money and can buy more seeds.
I rejected Option 1 because by growing crops such as flowers n the local people cannot eat their crops like they do with rice. The only way of obtaining food would be to import it which costs more money which reduces the amount of money that can be spent on buying new seeds.
Option 2 was not a bad idea, but I thought that once they started to obtain aid from MEDCs they may become dependent on it. This would lead them to not helping themselves but becoming dependent on people helping them.
I rejected Option 4 because if Ifugao people were to continue with their traditional farming practices the situation would get progressively worse due to population growth and the fragmentation of the terraces would increase with each farmer ending up with a small amount of land which would not grow much rice to sell and even less to eat. This may lead to starvation or some people.

My choice of Option 3 may not have been suitable in some ways. The Ifugao people would maybe not want to change and remove their traditional way of farming. It would be changing everything they know and could make them lose their sense of ownership over their land. Also there is a chance that GM crops could produce a knock on effect throughout the local ecosystem and damage the local environment.
I think Option 2 may also be a good option because even though they would be obtaining help from the MEDCs, they would still feel that they have a sense of ownership and would be happy because they could still farm traditionally with rice and also feed their families. However they could also make money by producing some cash crops and selling them.

2402: Terminal examination (Foundation)

General Comments

All examiners and team leaders reported that the 2005 examination was at an appropriate level of difficulty for foundation candidates.

Two experienced examiners offered the following observations:

" A very accessible paper which produced a range of responses. Candidates were able to produce answers that allowed them to demonstrate their geographical knowledge."

" A good paper – fair – stretched the best, but many were able to do more than in the past."

Most examiners experienced a full range of marks with more candidates scoring highly, some into the 80s, and fewer scoring less than 20. Most examiners reported that weaker candidates were more willing and able to attempt more questions in comparison with previous papers. Examiners were kept busy as there were fewer blank sections from weaker candidates and some excellent, detailed case study responses from the more able.

Several factors combined to make the 2005 paper a more positive experience for foundation candidates.

1: The Specification content coverage of the 2005 was more 'mainstream' than the 2004 paper which had attempted to cover too diverse a range of content too soon in the life of the Specification. Candidates were clearly able to draw upon their own learning experiences to express their geographical understanding in response to the resources provided.

2: Section A questions had a common theme running consistently from a) to d) viz:

A1	natural hazards/volcanoes
A2	aid programmes
A3	population

This may have provided continuity for candidates as they worked their way through the Section A questions. With questions A1 and A3 this continuity also included the case study question. With question A2 e) there was a shift to a LEDC/tourism based case study. Most candidates recognised this shift and responded with relevant ideas.

Teachers Tip

A useful exercise for teachers and candidates is to highlight the content coverage of the 2005 examination and compare this with the 2003 and 2004 papers. In particular candidates should recognise how the Places questions in Section A cover different elements of the Specification Themes.

3: The demands of the case study questions part e) were more straightforward than the 2004 paper. With the exception of question 3e) candidates were not required to include comparative information in their responses. Most candidates

were able to separate the descriptive elements in part (ii) from the explanations required in part (iii). For those candidates who adopt a more holistic approach examiners are highly skilled in recognising relevant content in the wrong sections to ensure that full credit is given for candidates' knowledge and understanding. Selecting the right case study and then selecting content appropriate to the requirements of the question are the key factors in determining examination success. Whilst examiners reported that more candidates attempted the case study sub-questions, some fail to score highly due to selecting the wrong case study and/or knowledge for the question's requirements.

One examiner remarked:

" As usual there were some candidates who were ignoring the question and writing their familiar case study wherever they felt the urge."

The same examiner also commented on how some candidates had used the question choice grid on page 2:

" …it meant that they focused in on questions that they knew they could do well on part e)."

Teachers' Tip

Candidates should practise using a copy of the question choice grid to select their four questions with a focus on relevant named case studies. This can be done with the 2003 and 2004 papers as well.

The 2006 examination will have an even clearer device to signal the need for a case study in part e). Following good practice with the foundation examination for Specification B the question will be preceded by

'CASE STUDY: Choose an example of….' in bold print.

Teachers' tip

A document showing past case study questions in this new format will be available at INSET for teachers to use with their candidates.

4: Examiners reported far fewer rubric errors this year. Answering all three Section A questions is still the most common rubric infringement but where this happens with large numbers of candidates appears to be now confined to only a handful of centres.

Teachers' Tip

Using the question choice grid with candidates should reinforce the question choice rubric. Candidates and teachers can share their own selection skills and criteria to support this important process.

5: Candidates found the examination vocabulary more accessible. This included the exam question command words and the subject specific vocabulary. There was a reduced range of command words in the 2005 paper. Most candidates are now clear about the difference between 'describe' and 'explain'.

Some candidates waste valuable time by ignoring the word 'briefly' in sub-questions a) and b) and writing over-extended answers in the two lines given for their response. Similarly some candidates write sentences when they only need to give a name, example or number to secure full marks for a) and/or b) sub questions.

The following subject specific words were misunderstood by some candidates:

A3	population density		
B4	landform	processes	
C6	recent	economic activity	
C7	recent	floodplain	settlement

Teachers' tip

Centres are reminded that the word 'recent' when applied to exam case study sub-questions means from 1980 onwards. The word recent will not always appear. For example the eruption of Vesuvius at Pompeii was accepted for question A1e) as the question did not specify a recent example. However the updating or replacement of old case studies should be part of ongoing curriculum development in geography.

6: A factor which continues to affect examination success is the selection of the correct type of place for the case study sub-question. The most common errors in the 2005 paper were:

A1 using MEDC examples, notably Kobe and Mount St Helens.

A2 naming Africa as an LEDC

C7 naming whole countries for settlements, notably China.

Teachers' tip

Centres are reminded of the importance of page 30 of the specification and the content tables on pages 33 to 36 to inform the selection of appropriate case studies. Centres could try case study bingo, where candidates tick off their named examples in response to the callers case study question requirements.

7: Tier drift has continued with respect to Centres' entry choices for the terminal examinations as the following table illustrates:

Year	**Higher**	**Foundation**	**Total**	**Higher%**	**Foundation %**
1999	14349	12219	26568	54.0%	46.0%
2000	13357	11601	24958	53.5%	46.5%
2001	14055	11603	25658	54.8%	45.2%
2002	13737	10078	23815	57.7%	42.3%
2003	14302	9659	23961	59.7%	40.3%
2004	14574	9440	24014	60.7%	39.3%
2005				63%	37%

- { nb – insert precise data for 2005 papers }

The success of the 2005 foundation paper may encourage some Centres to review their entry criteria for candidates who need to achieve a grade C.

Comments on Individual Questions

Section A

A1

This was a popular and generally well-answered question. Most candidates were able to read the satellite image and map to score full marks for part a). Most candidates recognised the lava fields to gain 1 mark for part b). Surprisingly very few saw the distinctive crater/cone shape of the volcano for the second mark.

For part c) most candidates scored marks for relating settlement and roads to the volcano's location and the safety of local people. Some explained the influence of relief and a few explained the link between farming and volcanic soils.

Part d) was well answered with the most common responses related to geographical inertia, personal decision-making and risk perception. Some candidates explained the connections with tourism and quality of life and the links between volcanic soils and prosperous farming.

Many candidates selected a non-EU case study for part e) and were limited to maximum level 1 marks. The most common incorrect case studies were the Kobe earthquake, Mount St Helens volcano and the Asian tsunami.
The most successful case studies focused on flooding with Boscastle and the Rhine floods being most common. These candidates were also able to provide
clear ideas about the physical processes which caused the hazard in part (iii),
citing heavier than normal rainfall, rapid saturation of the ground and spring thaw in the Alps to gain full marks.
Those candidates who selected EU earthquakes and volcanoes e.g. Etna were less secure in their understanding of relevant tectonic processes.

A2

This was a popular and well answered question. Many candidates appeared to draw upon knowledge gained during preparation for the January DME examination.

Nearly all candidates were able to interprete Fig 2 to score full marks for parts a) and b).

As expected parts c) and d) yielded a wider range of responses. In c) most candidates commented on the recycling of goats. Some commented on the use of outputs to provide a sustainable future for the family/local people re: meeting their basic needs. More sophisticated responses included explicit references to social sustainability, with locals sharing skills and managing the programme themselves and economic sustainability via a reliable source of outputs for sale.
Fewer candidates remarked upon the environmental sustainability of using goat manure to ensure soil fertility.

In common with cartoon based questions on previous papers, less able candidates were only able to offer literal descriptions of the evidence for part d).
They were unable to place this evidence in the context of problems associated with food aid and scored few if any marks. By contrast more able candidates produced

sophisticated responses including the undermining of local producers' livelihoods and increased dependency on food aid.

Responses to part e) tended to lack place specific detail with vague ideas such as 'hot weather' 'cheaper prices' being common. Correct LEDC examples included India, Egypt, Brazil and Kenya/South Africa. The latter elicited the best responses with references to safari based holidays. Links between tourism and the local people were of a general nature focused mainly on job creation. Few candidates considered the negative impacts of tourism on LEDCs.
A disappointing aspect was the large number of candidates who named Africa as an LEDC.

A3

This was the least popular and least well answered question in Section A.

Most candidates read the flowline map correctly to score both marks for part a).
Most candidates saw links between immigrants from China/east Asia and the buildings, writing and people in the photograph Fig 5.

Job opportunities, better services were general ideas given for part c). Some candidates focused on the needs and expectations of newly arrived immigrants and the support they would receive from established immigrant communities.

Many candidates misunderstood part d) and they continued to write about MEDC pull factors for LEDC immigrants. Other candidates provided sound responses based on cheap labour, contributions to the economy and the enrichment of the multi-cultural life of the host nation.

The most successful case studies for part e) described clear contrasts in population density in Japan. These were either rural-urban based or involved named islands such as Honshu and Hokkaido. Urban pull and rural push factors and the influence of relief formed the basis of good explanations. Candidates who used the USA or 'America' had less convincing responses. Some enterprising candidates used ideas from the resources to write about Australia. Many candidates did not understand the term population density and wrote in very broad terms about population change. Others became confused as they attempted to cite places from different countries, often LEDCs. As with any population based case study a significant number of candidates wrote about China's one child policy to score few if any marks.

Section B

For both case study sub-questions candidates did not need to provide a named case study to achieve full marks. However it was noted that those candidates who did tended to produce the better responses.

B4

In common with previous papers question B4 was less popular than B5, however it was well answered by those candidates who had a good landform case study.
One examiner remarked that this was *"the best B4 yet!"*

Most candidates were able to read the weather map to score full marks for parts a) and b).

Only some candidates used the resource or their own knowledge to develop their responses to part c) beyond colder temperatures, more cloud, rain. Some examiners felt that the vague representation of weather fronts on the resource Fig 6 may have inhibited some candidate's responses.

For part d) very few candidates knew a type of rainfall, relief being the most common of the limited responses. Most candidates had some vague idea of the relevant elements of the water cycle but hardly any could apply this to a type of rainfall. Thundery showers caused by colliding clouds was a common misconception and some candidates attempted to explain how pollutants cause acid rain.

As with the 2003 paper there was a wide range of response to part e). Candidates who experience physical geography based fieldwork are clearly able to show detailed knowledge and understanding of a chosen landform. The most common and successful responses were coastal landforms, in particular cliff erosion. Many of these responses showed a range of coastal landforms from cave to stump. River landforms were less common and a few focused on limestone landforms. One examiner was heartened by one Centre's selection of glacial landforms.
Many strong responses scored highly with clear, detailed and well labelled diagrams which included relevant landform features and evidence of processes at work.
Knowledge and understanding of physical processes was weaker with a notable lack of specialist vocabulary to explain how processes operate to shape landforms.
B5

For part a) most candidates were able to read the resource Fig 7 to give the correct Ritcher Scale number for San Francisco. However a number of candidates misread part ii) to count the number of earthquakes listed rather than those located on the San Andreas Fault on the map.

Most candidates described the plates moving in the same direction or rubbing each other. Few gave precise descriptions of how the plates move in relation to each other.

Part c) is the first time a diagram has been required other than for question B4e) and there was the expected wide range of responses. Weaker answers were at level 1 for either giving a simple explanation or diagram. The best answers had clearly labelled diagrams which recognised that earthquakes are caused by the build up of friction and the sudden movement of plates. Most diagrams showed
the San Andreas Fault although some candidates produced very clear representations of subduction zones or collision zones.

Many examiners felt that the cartoons caused confusion and inhibited candidates responses, but most did gain some marks. The most common responses recognised that earthquakes cannot be predicted and/or the lack of technology and methods to predict earthquakes. A misconception amongst some candidates was that a seismograph can predict earthquakes.

Part e) was generally well answered. Candidates were able to provide convincing detail of hazard protection methods. The best case studies focused on hurricanes/tropical storms in the USA and Bangladesh and earthquake protection via drills and building design in Japan. Flooding case studies were also successful, with some candidates using the same case study as for question A1 to good effect. Some

candidates wrote about the Asian tsunami and achieved marks by stating that there were no protection methods in place.
In part (iii) some candidates did not achieve marks because they described the impact of the hazard instead of explaining how the protection methods work.

Section C

For both case study sub-questions candidates were required to use a 'recent' case study i.e. from 1980 onwards. The overall limited quality of case studies was more due to a lack of understanding of the common Specification terms 'economic activity' and 'settlement' rather than the inclusion of 'recent'.

C6

As with previous papers this was the least popular and least well answered Section C question.

For part a) most candidates were able to use the maps in Fig 9 to quote locational features for the Multimedia Super Corridor. However most were haphazard and showed a lack of awareness of a spatial hierarchy with the expected answer of near Kuala Lumpur in Malaysia rarely occurring.

This also applied to the responses to part b) where few candidates appeared to recognise the high-tech, quaternary activities which characterise the Multimedia Super Corridor.

For part c) most candidates selected relevant statistics from Fig 10 but very few were able to explain their relevance. Those that did recognised a more educated, skilled workforce with consumers who would be familiar with high tech products.
Candidates who explained that the lower scores for Television Sets and Scientist and Engineers had stimulated the need for the Multimedia Super Corridor development achieved full marks.

There were limited responses to part d) which mostly focused on job creation. Few candidates developed their responses by explaining the possible multiplier effect although some did explain how access to high tech products could enhance the quality of life. Irrelevant comments about factory pollution were the only attempts to explain possible negative impacts of the development.

Very few good case studies were noted for part e). The most successful were convincing local examples which tended to focus on changes involving shopping centres. Vine Farm from the Specification textbook was noted as were some unconvincing accounts of the USA's rustbelt and sunbelt changes. The decline of the South Wales iron ore/coalfield was not recent but industrial regeneration with Lucky Goldstar as an example provided a good case study basis.

Not understanding the term economic activity lead to some candidates writing about population change (China again) or settlement change without any relevant content.

C7

For part a) most candidates were able to match the O/S map extract and aerial photograph to score both marks.

A common error for part b) was to give the Cricket Ground as the example rather than the Race Course. Choosing the wrong six figure grid reference for part ii) also indicated that some candidates struggle to use map reading skills under examination conditions.

Candidates who understood the word 'floodplain' did well for part c) citing lack of housing and the predominance of open space/recreation as the key land use evidence. Those ignorant of the term wrote about uses of rivers for transport, industry and tourism to gain no marks.

Part d) was answered well by most candidates to show good use of map evidence and good understanding of edge of city business location factors.
Good road links and room for expansion were the most common answers.
A common error was giving the use of the canal for transport as a location factor.

In common with question C6 e) the best case studies gave convincing evidence of settlement changes in the candidates' local areas. These were almost exclusively focused on urban areas with cities being most common. They often gave imprecise information about growth involving new housing and/or retail developments with weak ideas to explain the evidence of growth. A few candidates used LEDC examples, mainly Brazilian cities, to write about the growth of shanty towns and there were some examples of urban growth in the USA e.g. Los Angeles and Phoenix. There were hardly any case studies reported which focused on settlement decline.

Many candidates showed their ignorance of the word 'settlement' and chose to write about population changes in a country. Once again China's one child policy
failed to gain any marks at all.

Terminal Examination (Higher Tier) - 2403

General Comments

This year's paper attracted much positive comment both about its accessibility for candidates and its improved presentation. The decision to extend the amount of colour resources and to dispense with a separate resource booklet has proved popular. The variety and contemporary nature of the resources has also been welcomed.

The feedback from examiners has been unanimous in stating that the paper was at an appropriate level of difficulty for the majority of candidates. There was certainly significant positive achievement and it has differentiated between candidates well. Case studies have again been the main differentiator, but overall the standard of recall is gradually improving and in some Centres is superb. The best candidates write fluently and display impressive geographical understanding and knowledge. However, it is notable that once again there is tier drift with more candidates than usual being entered for this Higher Tier. This has led to a significant number of weaker candidates, demonstrating little specific recall and finding it difficult to communicate their answers effectively. At times, this was reflected in not attempting part (e) sections at all.

Overall, the quality of written communication was good and the use of geographical terminology encouraging.

Teachers' Tips:

You may well find some of the following helpful in improving your preparation of candidates for this paper or, alternatively, reassurance that you are preparing them extremely well:

(a) **Remember there is a requirement** to set questions on the whole of the Specification over a reasonable period of time; after three examination sessions, what has yet to be examined?

(b) **Review the case studies utilised.** It was great to see so many using the Boscastle Flood from 2004 in this year's paper. Most are using case studies from the last 10 years or so, such as Kobe and settlement change in their area, well. By contrast, there were some very dated responses using the USA Rust Belt and South Wales in B6(e). Remember that this Specification currently defines 'recent' as since 1980.

(c) **Place scales**: check that your candidates are comfortable with the difference between a region and a single, or part of, a settlement. It again caused problems for some in C6(e).

(d) **Skills**: these are of course examinable too (see page 31 of the Specification). Could your candidates use the scale to answer the task in C7(b)?

(e) **Terms in the Specification:** use them in your teaching. This year *quality of life, land use, distribution and population structure* all proved challenging for significant numbers. Those concerning population seem to cause most difficulties, while for the second year running *technology* is a term from theme three that confused some.

(f) **Diagrams:** ensure that candidates can annotate effectively and can use a diagram/map instead of writing for a whole nine-mark section. Many achieved full marks by this latter route in A3(e), but in B4(e) and B5(c) the standard of diagrams varied considerably and were generally disappointing.

(g) **The Places Section**: make sure that your candidates are not surprised when a natural hazard is requested within an EU context or tourism in an LEDC context. Share this information from the Specification with them.

(h) **Teach China**, it is certainly an excellent choice of case study in many respects … but ensure that candidates can use it appropriately. This year it was used inappropriately in both A3(e) and C7(e).

(i) **Locating a place** is a crucial geographical skill, and one that most candidates do so much better in terms of their case studies than they did in the past. However, particular difficulties appeared in C6(a) for a few and drawing a sketch map to show the location of landforms was a distinct challenge to some for B4(e).

(j) **Case Study detail**: as in previous years, this is the greatest discriminator in terms of marks achieved, and thus this point is repeated. Quite simply this is the one area that, if improved, would enhance marks most. Generalised, stereotyped and speculative part (e) answers need to be replaced, wherever possible, by specific detail for real places and events.

This year there was a relatively even distribution in the number of candidates answering each of the three Places questions, with A1 being marginally least popular. As last year, in both the Themes sections, one question was significantly more popular than the other, B5 and C7 respectively. Answers for both B4 and C6 did tend to polarise with many candidates scoring very well, but others relatively badly.

Comments on Individual Questions

Section A

A1 This question about land use and natural hazards within the EU was the least popular Section A choice, but often the most productive of marks.

(a)-(b) The use of the satellite of Tenerife posed few problems.

(a) Several do not understand *land use*, but otherwise this was well answered.

(b) Also answered well, although weaker candidates do not develop their response to actually refer explicitly to the question.

(c) This proved a good discriminator, where the best answers were usually about flooding, especially the Rhine and Boscastle. Some excellent responses, although some struggled to describe human activities affecting the hazard.

A2 A popular LEDC question that developed links with sustainable development, saw some sophisticated responses to the cartoon and required knowledge of tourism.

(a)-(b) Part (a) was well answered, but in (b) some candidates produced confused responses to the term 'appropriate technology', stressing *appropriate* and ignoring the *technology* aspect.

(a) Many have developed a good understanding of *sustainable development*, but others are still restricted in their interpretation.

(b) Elicited some excellent responses, with answers mentioning tied aid, unfair trade etc. Many achieved full marks via the alternative L3 route of a perceptive summary statement.

(c) Most candidates displayed excellent general knowledge of the positive/negative effects of tourism, though relatively few were able to go further and give much specific information about their chosen LEDC. Kenya was the most common choice and produced some of the best answers, although Brazil was also popular, producing good answers when focused upon ecotourism in the Amazon. There is too much of an emphasis upon negative environmental impacts. However, the major weakness in this section was the lack of explicit references to *quality of life*.

A3 This question on migration to Australia proved the most popular Places question and worked well, except for section (d).

(a)-(c) Well answered and posed few problems. In (c) far more balanced answers concerning migration were seen compared to a few years ago.

(a) Significant numbers of candidates continue to misunderstand the term population structure, writing at length about population growth instead. Others, on the other hand, produced excellent before and after the migration population pyramids, easily gaining full marks.

(b) Japan was the most common choice and that which produced the best answers. However, there seems little appreciation that Hokkaido, with a population density of 72 per.sq.km is in fact far more densely populated than much of the world! There was also some stereotyping, along the lines that 'all the young in Japan migrate to urban areas'. The USA was also a popular choice, but led to many giving answers about migration rather than distribution. The use of China was disturbing on two counts;

first, it is not an MEDC and, secondly, most then talked about the one-child policy rather than *distribution*. Clearly, this is another population term where there is a lack of understanding by some candidates. It was, on the other hand, very pleasing to see some excellent annotated sketch maps, easily gaining full marks, without the need for any other text.

Section B

B4 This question about UK weather and a physical landscape studied was the least popular on the paper, but many took the opportunity to use their fieldwork exceptionally well. This was very much Centre orientated, with either none or many from a Centre attempting it. Marks overall tended to polarise to the very high and relatively low.

(a)-(b) There were few problems.

(a) The knowledge of depressions varied, with the common misconception that temperature rises with a warm front requiring correction. Others found these easy marks.

(b) Many produced descriptive answers without acknowledging the command to *explain*. Hence this was the one part of the paper to attract a significant proportion of zero marks.

(c) The quality of diagrams, sketch maps and written answers varied widely. Holderness and coastal landscapes were the most popular choices, but there were some very good responses using field visits to Purbeck, Malham and North Wales. The use of terminology was good, but most of the diagrams and explanation could have been for that landform in 'any place', rather than those specific to the chosen location.

B5 Earthquakes formed the basis for this year's popular Natural Hazards theme and candidates responded well to the visually attractive resources. Answers were good, but identified the potential to improve diagram skills in part (c).

(a)–(b) Usually answered correctly, but it was disappointing that some do not understand the term *distribution* - few using words such as 'linear' or 'clusters'.

(a) Marks were lost when candidates detached their text from their diagrams. Others focused more on the plates than the earthquake in their explanation; while some draw their plates at the San Andreas Fault moving in opposite directions (this despite Fig.7 showing it correctly!). For all the popularity of this topic, there remains some confusion/inaccuracy in understanding.

(b) A section that differentiated particularly well. There were a range of possible answers and many achieved full marks via the lots of 'simple ideas' route.

(c) This part (e) continues to attract the best use of detail, whether about the event or the protection measures. However, there is still a tendency to include irrelevant detail about the event. This particularly pertains to the

Kobe Earthquake, the most common choice. It was pleasing to see so many diagrams of an earthquake-proofed building, but candidates whose answers did not indicate (ii) and (iii) separately struggled for L3 marks.

Section C

C6 This was the less popular Section C question, based upon the location of economic activity and regional economic change. It was felt to be particularly challenging by some, but, with the exception of part (e), produced high marks.

(a)-(b) A few problems were encountered in describing the location with some misreading the scale, but most coped easily.

(a) This proved a more challenging question and difficulty was experienced by many in developing their answers to describe and explain the significance of the data to the location of the Multimedia Super Corridor.

(b) Generally answered well, but some missed 'on the edge' from their answer and wrote instead about the whole of the urban area. Others overgeneralise that all the better off live in the outer suburbs. Is this up to date geography?

(c) Lille was used well, South Wales and the USA Rust Belt less so. Use of the latter two often involved long, dated accounts of change, leaving the marker searching frantically for 'recent' change. As communicated in previous reports, at Inset and via Specification Advisors, 'recent' is extended back to circa 1980 and Centres are urged to reflect this in their teaching. Further problems are still encountered by others not understanding the definition of a 'region', this despite it clearly being stated in the stem of the question. Consequently, this produced some of the weakest case study answers of the whole paper.

C7 The map and photograph resources proved almost universally popular with candidates and teachers alike, yet, as in 2004, part (e) produced generalised responses.

(a) Two **brief** answers were sufficient (yes, *river* and *flat* earn two marks). However, a few did not talk about *original* location, introducing modern, reasons and others did not restrict themselves to *photographic evidence,* as asked.

(b) About 50% received two marks, much less than on all other two mark questions, indicating the need for some to revisit this earlier Key Stage skill of measuring distance against a scale. Some gave their answer in miles, rather than the requested kilometres.

(c) The use of map evidence varied from excellent to vague, whilst others lost the focus upon land use, meaning this section differentiated well.

(d) The best answers discussed government use of brownfield sites; others did not really perceive the high order threshold of a University building.

(e) The best case studies were usually from the UK, and included detail of specific greenfield developments for example. However, many answers, often about large megacities, stopped at six marks because their *problems* were generic rather than place specific. Some answers were speculative too - in other words stating what might happen, rather than what had already occurred.

2404/01: Geography: Internal Assessment

General Comments

Almost four hundred Centres entered 18,640 candidates for moderation in May/June 2005. This is a 5% decrease on last year and may reflect the increasing competition that school Geography faces at GCSE level. We must try to ensure that Geography remains a popular and successful component of the school curriculum and one way of doing this is to make our coursework less onerous and less time consuming. My message of the last few years, that the coursework should be slim but purposeful, is one that we al need to take on board. Too much of the coursework submitted for moderation is bulky, boring and repetitive. Huge amounts of data are collected and the candidates appear to spend hours completing low-level descriptive tasks. What moderators need to see more of, is well focused analysis, where possible backed up with statistical evidence; and realistic, substantiated conclusions that arise from that analysis.

The worst practice involves the production of 'projects', devoid of maps, with weak sketches, photos without annotation or labels, page after page of bar charts, long winded description of urban transects, with no attempt to analyse the data or reach meaningful conclusions. There is often no attempt to integrate the presentation and analysis of data in a way that makes sense to the person reading the report.

The best practice involves the imaginative use of ICT to analyse as well as present data; well annotated digital photos and sketches; well integrated maps, graphs and photos; students investigation local issues, which they have chosen to study and with which they feel some sort of rapport; and well focused investigation aims with a limited number of clear 'key questions'. The reader is quickly able to understand what the investigation is all about and is able to follow the methods used, the arguments presented, and the conclusions drawn.

However, we must not become too pessimistic. Some excellent coursework was seen this summer, clearly demonstrating an awareness of enquiry strategies, especially within the context of individual extension studies. More students are opting for this route, even amongst the lower abilities, thereby regaining some ownership of the investigation and permitting a sense of excitement to emerge once again!

Most investigations have a clear aim and a small number of focused 'key questions'. However, it would be a step forward if more of them could be supported by a little theoretical context that establishes their validity as a *geographical* study. This needs to be concise and could easily be achieved in most cases by an annotated diagram. Thus the expectations of the study are established, the considerations of which will be the basis of rigorous analysis and substantial conclusions.

Administrations by Centres was generally very good. The rather complex paperwork was handled well in most Centres and Examinations Officers now seem to be familiar with the staged assessment entry procedures. Those Centres which get it wrong are now subject to some quite severe financial penalties! Two issues are worthy of comment, however. It is essential that a signed copy of the authentication form (CCS160) is included with the MS1 mark sheets in the initial mailing to the moderator. QCA are adamant that this is an essential part of the coursework process. Most Centres responded very promptly to their moderator's request for a sample of work but as few did not and this causes delay for moderators who are working to very tight deadlines. The vast majority of candidates' work is now being packaged in manila folders. It does help the moderator immensely, however, if the candidate's name and number are written on the outside of the folder. Not other form of binding is required. Bulky ring binders are just a nuisance and plastic folders

make it difficult to read the work.

The standard of marking is excellent in the vast majority of Centres. Only 16% of Centres marks were scaled this time. With 9% being adjusted downwards and 7% adjusted upwards. There is a clear tendency for marking to be too harsh at the very bottom of the mark range. Teachers need to remember that a candidate needs to achieve almost 20% of the marks to gain a grade G and about 33% to get into the middle of grade F. The national criteria for a grade F are published in the Specification and can be summed up by the phrase 'some work has been completed at a simple level'. On the other hand, over generous marking is often associated with too much credit being awarded for descriptive accounts. The higher level skills of analysis need to be seen if higher level marks are to be justified. Candidates must also be encouraged to show initiative, imagination and independence of thought if they are to attain the highest grades. Where high marks were awarded to investigations which did not show these higher level attributes, some very substantial downwards adjustments had to be made.

Many Centres still do not provide any comment on the mark recording cover sheets, or any annotation within scripts as to where the marking criteria have been recognised. If either or both of these strategies are adopted, it helps the moderation process considerably. Where Centres provide evidence of internal moderation procedures, this also helps the moderator a great deal. Moderators would like to see more of this in future.

Overall, it seems fair to say that the Internal Assessment component of this Specification is still working well and enhancing the candidates' overall performance at GCSE level. Investigations are usually well designed and there is a little evidence that plagiarism in an issue. The best are based on effective fieldwork and they seem to enhance learning rather than be a chore that has to be completed to achieve a GCSE. If we can all aspire to these standards then the future of school Geography is assured.

3988 Entry Level Certificate Geography C
2421: Internal Assessment

General Comments

The best work still comes from centres that had planned from the outset to enter ELC, with candidates working on units of work prepared at the level of the candidates. Centres considering future entries would be well advised to try to plan as many units as possible specifically for their ELC candidates. In instances where the candidates appeared to underachieve and/or work was negatively scaled, the centre appeared to rely on very 'slim' pieces of work that allowed little opportunity for differentiation.

Incomplete portfolios of work (where the candidate achieved a lower mark than his/her ability would warrant) are well on the decline. This is a factor centres need to constantly keep in mind with the aim of raising their candidates' performance. A slightly worrying trend that is on the increase is the number of centres entering one or two candidates, probably late into year 11, and sending their exercise books as the coursework portfolio. In many cases the lack of opportunity across the assessment spectrum (usually skills & application in particular) reduces the marks of better students in this category. Specific tasks, aimed at these students give them the best chance to succeed. There are prepared exercises available to help, please contact OCR for more information.

In a similar vein a very few centres appear not to fully understand the nature of the assessment. As a reminder candidates should submit a portfolio of work drawn from the four themes; *Physical Environments* (Land, Climate & People), *Natural Hazards* (People & Hazardous Places), *Economic Systems and Development* (People & Work), and *Population and Settlement* (People and Places). There will be grey areas of overlap between the first two themes but centres must ensure that the work undertaken fits each theme. If centres are in doubt as to the nature of this work they are advised to contact the examination board or their local consultative moderator.

To conclude on a positive note, there was some excellent work seen from both candidates and centres alike. The freedom to be creative in the approaches to an academic discipline is still well received with some well thought out units of work often across subject boundaries.

3988 Entry Level Certificate Geography C
2422: Oral Based On the Decision Making Exercise

General Comments

Most of the centres entering candidates were established centres and their marking of the work was very close to the nationally agreed standard for this module. The result was that no scaling of markswas necessary.

The resources appeared to pose few difficulties for the candidates. Evidence of listening to the oral tapes submitted for moderation would suggest that the assessment took approximately 10 minutes in most cases, reversing the trend for increasing time for these interviews.

The actual questions suggested that the candidates were well conversant with the concepts of primary industry and its impacts on the environment. They were able to relate to the 'characters' involved in the decision making process.

Centre staff are reminded that the interviewer does not have to stick exactly to the questions set and is also able to prompt answers from weaker/more hesitant students. Some of the weaker candidates have trouble pronouncing names/words and the trick of asking the candidate to point to the answer in the resource (which can then be read out by the interviewer) is well used now.

Finally centres are reminded that it is helpful to consider the mark scheme for the oral examination before interviewing their candidates and possibly to share this with their students. This will hopefully enable both to keep in mind key ideas such as developing answers in sentences, using appropriate geographical terms, using resources to justify a decision etc. These are all taken from the mark scheme and a prior awareness may enable interviewers to steer their questioning to draw out these skills and understanding increasing the performance of their candidates.

3988 Entry Level Certificate Geography C
2423: End of Course Test

General Comments

Although designed as a written test, the techniques used are similar to those that might be used in an Entry Level teaching programme using the Entry Level Coursework materials. The questions are designed to limit the need for extended writing and use a variety of techniques to engage the reluctant reader. It was noticeable this year that the true ELC candidate had been entered rather than the GCSE candidate who for a variety of reasons the centre had decided could not continue with a GCSE entry. It was pleasing to see that the candidate with poor written communication skills could complete the paper and achieve.

The use of colour throughout the paper helped the candidates to access information with the application of skills being a strength. Several centres allowed their candidates to use coloured crayons where appropriate. This was pleasing to see, proving that although designed as a test the candidates wanted to present their work to the best of their ability. Photographs again were used as a stimulus but many candidates did not use them effectively. It is important that a candidate uses a variety of photographs, maps and sketches within their programme of work. Candidates need to be able to use key, scale and direction. There will always be questions which expect the use of atlas map skills. (Map knowledge is based on Key Stage 3 National Curriculum requirements)

Candidates need to be aware that all resources within a question need to be studied fully when answering a question. It is normal that the question related to a specific resource will be under the resource. The nature of the presentation of the whole question means that several pages may be used.

The back page will continue to give the candidates a task other than writing where iftime allows they can put more effort into the presentation of the task. This means that in future years the order of topics within the paper may change to accommodate a suitable task.

The written test expects the candidates to use a variety of geographical knowledge and understanding related to the specification and it was from these types of questions that differentiation could be made. The answer that gave more than a basic response and could say why, or explain, generally received higher marks.

There will always be a need for candidates to recognise and use simple geographical terms.

All candidates had adequate space for their written answers yet many failed to realise that the marks in the brackets gave a guideline to the depth of answer required.

It was evident that the majority of candidates could attempt all questions and reach the end of the written test within the time allowed.

Some centres used an amanuensis, but for the candidates without this support Examiners made great efforts to read and interpret spellings so that marks could be awarded.

Examiners felt that the paper was visually inviting to the candidates and did not dumb down geography just because it was designed for slow learners. It was fair and well answered by most candidates and achieved the desired differentiation.

Comments on Individual Questions

1) The Land, the climate and people

a) Examiners were surprised that the water cycle that is taught in Geography and Science could be so poorly answered. Strangely transpiration was placed correctly but not precipitation.
The use of simple terms and geographical terms is important and teachers need to include keywords in their programme of work.

b) Few candidates used the resource to achieve the answer that the ocean was the largest store.

c) Generally well answered by all. Perhaps the negative question in (v) fooled some candidates.

d) Africa and South America were put in some amazing places. Only the Level 3 candidate seemed to shade and label correctly.

2) People and hazardous places

a) Most candidates used the photograph and word box to fill the spaces in the sentences. A successfully activity for all.

b) Candidates used the maps to recognise the pattern of the contour lines to complete the task. Obviously the prior completion of reservoir aided the candidates.

c) i) Examiners decided to include Site B in the answer especially when supported by a valid reason in ii)
ii) The required answer included the closeness to the town and the capacity/volume of the reservoir.

d) This question was answered correctly in most cases reinforcing the idea that the slow learner can use a variety of low order skills.

e) Few candidates understood what a water meter was. Those who grasped the idea could comment on knowing how much water was used could lead to the value of water and the necessity to save water.

f) Answers were limited to the frequency of using water. Many wanted to share bath water or buy water from the shop instead. The best answers included water saving projects in the home.

3) People and work

a) True and false exercises are always popular and expertly answered

b) This question attracted answers that were lists of what the candidate could see on the map. The best answers showed structure in the candidates written answers.

c) Well answered with the number of customers and shopping habits using the car quoted.

d) Nearly all candidates could write about the advantages and disadvantages of living near a superstore. Though few considered opening times and light pollution as a problem.

e) The word superstore seemed to cause a problem because candidates used examples such as Toys R Us which would demand a town centre location rather than the edge of town/city for superstores such as that in the photograph. The candidate was not penalised for this.

4) People and Places

a) A surprising numbert of candidates relied on football teams to gain the names of all three cities. This however proved to be successful.

b) Although the candidates gave correct answers they were generally weak in response.

c)
i) All candidates attempted to place a housing estate of appropriate size on the map. Some candidates used symbols on the map that were immature but as long as the same could be found in the key marks were achieved.

ii) Few candidates achieved marks for thinking how the village would change. Many wanted to add a playground adjacent to the housing area. The best maps included additional services suitable for an expanding village within commuting distance of a city.

Generally the best answers came from the candidates who in their Entry Level programme of study completed case studies, learned geographical terms and used a variety of resources/techniques to gain information and understanding.

It is not expected that the level 1 and 2 ELC candidate will revise thoroughly for the written test but the quality of the programme of work will give them the skills and understanding to interpret the resources and use the stimuli in the questions to achieve marks.

General Certificate of Secondary Education Geography (3988)
June 2005 Assessment Session

Unit Threshold Marks

Unit		Maximum Mark	3	2	1
2421	Raw	160	108	60	16
2422	Raw	30	18	10	5
2423	Raw	60	40	34	22

Specification Aggregation Results

Overall threshold marks.

	Maximum Mark	3	2	1
3988	200	160	120	80

The cumulative percentage of candidates awarded each grade was as follows:

	3	2	1
2421	31.01	79.79	96.86
2422	73.87	96.40	99.10
2423	68.38	84.93	97.06
3988	36.73	80.95	93.54

These statistics are correct at the time of going to publication.

General Certificate of Secondary Education Geography (1988)
June 2005 Assessment Session

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2401F	Raw	60	-	-	-	46	38	30	23	16	0
	UMS	83	-	-	-	72	60	48	36	24	0
2401H	Raw	60	49	43	37	32	25	-	-	-	0
	UMS	120	108	96	84	72	60	-	-	-	0
2402	Raw	100	-	-	-	64	56	48	41	34	0
	UMS	139	-	-	-	120	100	80	60	40	0
2403	Raw	100	81	74	65	56	45	-	-	-	0
	UMS	200	180	160	140	120	100	-	-	-	0
2404	Raw	40	35	31	27	23	19	15	11	7	0
	UMS	80	72	64	56	48	40	32	24	16	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	a*	a	b	c	d	e	f	g	u
1988 F	279	-	-	-	240	200	160	120	80	0
1988 H	400	360	320	280	240	200	180	-	-	0
Overall	400	360	320	280	240	200	160	120	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Cands
1988 F	-	-	-	30.19	53.61	71.01	84.94	94.91	100	8416
1988 H	15.93	44.22	75.39	93.43	98.44	99.52	-	-	100	14,612
Overall	10.16	28.20	48.08	70.53	82.24	89.91	94.25	97.86	100	23,028

These statistics are correct at the time of going to publication.

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