

Geography C (Bristol Project)

General Certificate of Secondary Education **GCSE 1988**

Entry Level Certificate **ELC 3988**

Report on the Units

June 2006

1988/3988/MS/R/06

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Chief Examiner's Report

General Comments

Another cycle of the Bristol Project (GCSE Geography C) has been successfully completed and hopefully teachers, both experienced and relatively new to the Specification, are now comfortable with the assessment format and content. The feedback received on each component of this summer's assessment has been extremely positive and overall a similar overall outcome to 2005 has been achieved. Hopefully, your results will have matched your expectations. If not, I urge you to try and attend one of the Autumn INSET meetings being held at various venues around the country and remind you that your Specification Advisor is also there to help.

The current Specification has, along with all GCSEs, been given at least another year to run. This means that the current format will remain unchanged for those being examined up to and including the summer examinations of 2010 at least. As to what will happen thereafter has yet to be decided but thank you to all those who responded to the questionnaire asking where the Bristol Project should go in terms of content and format in the future. There will be feedback on this in the Autumn INSET.

As for the present, please be aware that increasingly teachers are not now invigilating your Geography examinations. On occasions this has already led to problems with the size of answer booklets issued and candidates not receiving the correct advice within the examination hall. Suitable personnel should be made available at the start and close of the examination to ensure that all is in order. If this only meant that all Centres filled in the numbers of the questions attempted on the Higher Terminal Paper, then significant progress would have been made! If you are one of those Centres who have stopped issuing this advice then please make a note to do so next year. It is extremely time consuming for the Examiner to do it for you.

The following specific points have also been highlighted this session:

- Across all papers it is very encouraging to see fewer candidates receiving low marks. The papers are much more accessible to candidates, whilst they continue to differentiate well.
- By far the majority of candidates are being entered for the correct tier of examination. However, there is evidence that a few, who do not have the language skills to develop their answers sufficiently, are being entered for the Higher Tier DME. Perhaps they would be more successful via the Foundation route?
- The standard of mapwork varies. On the Terminal papers, the use of the map was generally good, but on the DME (mostly Year 10 candidates) it was not. In particular, C/D borderline candidates encountered difficulties with scale and evidence from the map for their Decision section.
- Candidates are encouraged (and reminded) to use 'own knowledge' more for the DME and local examples across all the assessment modules.
- There exists a small number of Centres who have not had their Internal Assessment Units approved by their Specification Advisors. This is necessary to ensure that the candidates are able to access the generic mark scheme and can maximise their performance.
- It is very encouraging to see the progress made towards levels marking of coursework. As a result there are now fewer changes at moderation.
- Finally, Centres are encouraged to look at modifying/revising their Internal Assessment Units. Quite a few are beginning to look a little dated and, in general, most would benefit from being slimmer. Remember a more focussed and slimmer outcome is easier and quicker for you to assess, and usually a more reliable discriminator.

2401/01 – Decision Making Exercise (Foundation)

General Comments

The Resource Booklet and examination paper were very well received by Centres.

The Examining team agreed that the paper had been pitched appropriately for the target audience. The full range of marks was awarded and as such, the paper discriminated well.

There were relatively few instances of candidates not attempting questions. This is indicative of the fact that a high proportion of candidates found the paper accessible and as such, enjoyed a positive examination experience in advance of the summer session. There was a great deal of evidence to suggest that where candidates had been well prepared, the paper had given 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 as such, could exhibit their geographical knowledge accordingly.

It was especially pleasing to see an increase in the mean for the paper and to witness positive achievement from students who, although having good geographical understanding, find writing skills challenging. The quality of response was clearly related to Centres' effective use of the preparation period and their ability to instil confidence in their candidates thus enabling them to offer well developed answers incorporating good use of the resource material and a high 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 practice working on past papers. Indeed, Centres might consider employing writing frames for questions requiring extended answers. Centres might also consider giving candidates the experience of peer and self assessment in an attempt to get them to reflect on their responses.

Many Foundation Candidates find Decision Making Skills difficult to acquire and these should be practiced by Centres at Key Stage 3 in order to increase confidence and achievement. Past papers can be utilised for this purpose,

Only a small minority of Candidates are employing any form of planning in their answers. This can be crucial to success in the 'decision'. In addition, the practice of candidates highlighting 'command words' appears to improve candidate focus and ensure that candidates read and respond appropriately to the question. This potentially results in a raised level of performance. There appears to be little evidence of any time management issues and as such it is surprising that more Centres are not coaching candidates in these basic examination techniques which could improve their overall performance across all examinations. It may also reduce rubric errors.

Centres are reminded that the Note for Teachers are intended to assist in the preparation of Candidates and as such may need closer attention in some instances. This is highlighted in the case of the Thames Gateway development where a minority of candidates considered it a type of barrier.

Map skills were noticeably weak - Centres may need to develop and refine these basic skills.

Comments on Individual Questions

Question No

- 1 Candidates generally coped well with this question but few picked up the 2 marks available in a).
- Basic responses citing population increases were common but most candidates failed to develop the answers with reference to, for example, the rate of change.
- Most picked up full marks on b) However in c) a surprising number failed to give the actual number of new homes planned for the south east although it was clearly marked on the map. Many wrote:
- tens of thousands of new homes*
- 2 Most coped well with this question although few really related their responses to the relevant resources.
- A minority gave reasons NOT problems. Those that failed to develop the problems named were limited to 3 marks. A good L2 response might refer to the social and economic effects of increased flooding.
- Most candidates were able to successfully name two places from the resources where these problems have occurred.
- 3 There was a disappointing response to this resource which is a high profile and controversial scheme and has been widely discussed in the national press for the past two years. This has been increasingly the case since the successful 2012 Olympic Bid. Many candidates simply copied stakeholders views from the resource or, worse still, considered the scheme to be similar to a barrier across the Thames and not an area of land and consequently failed to gain any marks. Some well prepared candidates had a good understanding and developed their answers accordingly:
- The Thames Gateway will incorporate a green grid. This will mean that these green spaces will flood first and reduce the chance of flooding nearby houses. It will slow down the process of flooding (i.e. increased lag time). The river will also have tiered defences to protect homeowners.*
- A disadvantage is that there will be increasing numbers of people living in flood risk areas.*
- The reports point to spiralling flood clean up costs. It will increase costs and cause disruption for homeowners and may result in few people wanting to live there.*
- Most candidates found highlighting advantages and disadvantages relatively straightforward.
- The question differentiated well in terms of candidates' ability to develop these ideas. Some attempted to compare the different flood control methods with limited success. This was not required by the question.
- A Flood Wall is very effective for preventing large or repeated flooding in an area. It is made of strong materials and can be built to different sizes according to the scale*

of the problem. However it is expensive to build, needs a lot of maintenance and ruins the environment.

WIPP

This system is easy to deploy, lightweight and cheaper than sandbags

Disadvantage

The system is only 30 metres long and does not give protection to a large area

Levees

These are more environmentally friendly being built from local materials. However they take up a lot of room. The clay, sand and soil absorb water but could result in small landslides.

- 5 Generally well answered at L1. However, relatively few candidates went on to develop their answers or interpret comments to score at L2.

Estate Agents warned anyone whose house had been flooded more than once to take it off the market as this increased the chance of not selling or caused a fall in price which may result in home owners having 'negative equity' because the market value of their property is less than they originally paid. Also flood defences and clean up costs are expensive and would put prospective buyers off.

Also with global warming and climate change Winters and Springs are getting increasingly wetter and stormier meaning that a lot more money will need to be spent in the future by people to protect their homes and clean up. Homeowners in flood risk areas may find they have high insurance premiums or they may not be able to get household insurance. This will make it very difficult to get a mortgage.

- 6 As with question 4 advantages and disadvantages were well accessed although many candidates just limited their answers to 'listing'. Candidates needed to interpret the Resource not simply copy out text.

Damage costs would be minimised as the houses would float on top of the flood water.

The houses are not using land which is in short supply (they make up 40% of the land shortfall) and would damage ecosystems.

The houses have good views over the water and are an attractive new design.

- 7 The 'decision' based on the OS map proved challenging for many students. Teachers Notes clearly highlighted the need for map skills and it was disappointing that many Centres had not prepared students more thoroughly.

Many did not attempt location by Grid References and were clearly unfamiliar with the key and scale of the OS map. This is evidently an area that needs further development in some Centres. These skills are crucial to geographical enquiry and can be assessed and used in all three units.

Many failed to achieve a full 8 marks in Q7(a) as their answers were not sufficiently clearly linked to the resources and case study. There were many instances of candidates failing to outline the advantages of their chosen site in Q7(a) and in addition candidates failed to select / name the site they referred to in Q7(c)(ii).

2401/02 – Decision making Exercise (Higher)

Overall Performance of the Candidates

The June session of the DME attracts an entry approximately half the size of the January session. This entry is made up largely of Year 10 candidates together with a smaller number of Year 11 re-sit candidates.

The topic seems to have been well understood by the majority of candidates. However, there appeared to be a greater reliance on the resources provided rather than on candidates' own knowledge. This may have been because of the more specialised nature of the topic.

The paper differentiated well. The most able developed their answers with reference to the resources and successfully interpreted the Ordnance Survey map. Weaker candidates often failed to sufficiently develop their answers and tended to only give basic points with little or no development. Use of the map proved problematic. Errors mainly related to scale and / or height of the land. Responses claiming that *Option 4 is miles away from York, making York inaccessible* were misguided because the site was a matter of just five miles from the city centre. Contour lines also caused problems; *the mountains in Option 2 make flooding unlikely*. The actual height was, in fact, a few metres above sea level.

Although many candidates' responses tended to be more concise than has been the case in previous sessions, weaker candidates tended to produce answers that lacked detail and development. These candidates are probably better served by the Foundation paper.

Centres are reminded that candidates are urged to complete the coversheet of the answer booklet carefully – this includes the question numbers. Centres are also asked to urge candidates to leave three or four lines between questions to enable examiners to insert the relevant level and mark.

Comments on individual questions

Question 1

This question was well answered by most candidates who used the resources for their basic points such as *the population is increasing* or *the mean household size is decreasing*. Suitable development could be obtained using the figures provided i.e. *population is expected to continue to increase* and/or *average size of the family unit has decreased over time*.

A typical full marks answer:

Britain will need a lot more houses in the next twenty years because of population growth. This is shown in figure 1 where in 1996, the population of England and Wales was 49.1 million, and there will be a steady rise until 2031 when it levels out at 53.2 million. This is a 10% increase over 35 years. Another reason why Britain will need more houses is because the mean household size is decreasing. It has decreased from 2.9 in 1971 to 2.3 in 2002, meaning that people are living in smaller family units for many reasons such as increasing divorce rates and longer life expectancy in the elderly.

Question 2

This question was well answered with candidates making good use of the resources. Reasons given included the increased risk of flooding and the obvious danger to residents. When developed with reference to Selby or Uckfield, candidates scored very well. However, a number of candidates seemed not to fully understand the question and instead of giving convincing

reasons to explain why there are problems with the building of new houses on flood plains, wrote about the Environment Agency or simply copied inappropriate information from the resources. There was some overlap with answers to Question 5, but these were largely creditable.

A typical full marks answer:

There are problems with building new houses on flood plains because the increasing risk of flooding could lower the price of the property and badly damage the contents. Some residents may have to live in other accommodation while the new housing is repaired. In Selby in West Yorkshire, floods in 2003 damaged many new houses just built by the council who were under pressure to find new sites for housing. The building on flood plains also increases the risk on peoples' lives. In Uckfield in Sussex in 2000 a group of twenty men women and children were trapped in a supermarket by a flood. They were later rescued by lifeboat, but one local shopkeeper nearly lost his life after being swept away by the current and had to be rescued by helicopter.

Question 3

Many candidates found giving advantages and disadvantages of the Thames Gateway project quite straightforward, but then failed to develop there answers sufficiently. There were a few misconceptions of what the Thames Gateway actually is – some candidates confused it with the Thames Flood Barrier.

A typical full marks answer:

One advantage of the Thames Gateway is that it will help to solve the housing shortage in South-east England. The increasing population and decreasing mean household size is leading to the demand for more housing and the Thames Gateway can help this demand by offering up to 110 000 new houses over the next few years, with 70 000 built by 2006. Secondly, a "green grid" development scheme could be implemented on the Thames Gateway, allowing the building of houses without the risk of severe flood damage. Areas are put aside for possible flood waters, thus reducing damage and the cost of flood recovery.

One disadvantage of the Thames Gateway development is that an increasing number of people would be encouraged to live in a flood risk area. This could have a detrimental social effect if large numbers have to be evacuated and would be a great inconvenience. Secondly, the building of the Thames Gateway could help increase the cost of flood damage from £1 billion a year to £20 billion. This is bad for the country's economy as this money could be better spent on other schemes.

Question 4

Most candidates used the resource well in identifying two flood control methods. However, rather than explaining their advantages, described how they controlled floods. There was evidence in the better answers that time had been spent in studying flood control methods. The advantages of the WIPP were generally the best identified.

A typical full marks answer:

An advantage of the WIPP is that it is a cheap and flexible flood defence compared to a flood wall. It can be placed where protection is urgently needed in emergency situations. Also, the WIPP has an advantage over sandbags because it is much lighter and be positioned more easily. The WIPP weighs only 120 kg. and can be easily transported by car.

An advantage of a levee is that they still allow water to infiltrate the soil, thus reducing run-off and the chances of a flash flood further downstream. This is because they are basically soil embankments which are permeable. Also, levees can be planted with trees and shrubs, creating a habitat for creatures including birds and insects. This is an environmental benefit which could help slow down the rate of global warming.

Question 5

This question required some basic financial awareness of both insurance and mortgages. The misquoting of some of the resource suggested that not all candidates understood what they were writing about. Also, not all candidates restricted their answers to people, wasting time explaining the effects on businesses. A surprising number did understand the concept of negative equity and used it well.

A typical full marks answer:

Firstly, people may find it difficult to insure their home if it is by a river. The insurance premiums for such properties are soaring. This creates a financial difficulty because the residents must pay a huge cost just to be safe from the extra cost of flood damage. Also, people wanting to sell their riverside homes face the difficulty of seeing tens of thousands of pounds knocked off the value of their homes. They may be in a situation of negative equity, where the value of the house cannot repay the person's mortgage. This can lead to very serious financial difficulties.

Question 6

Most candidates identified two advantages but expressed them in simple terms without attempting to develop them further. This question did show some strange misconceptions such as boats towing houses to safer places, and boats being a more environmentally friendly form of transport. In part (ii) some candidates found it difficult to put their ideas in their own words and so quoted directly from the resource. This part of the question prompted quite a bit of criticism of the British mentality.

A typical full marks answer:

The Dutch floating houses are economically sustainable because flood damage costs are greatly reduced and the cost of building the flood-proof bases is cheaper than building foundations on dry land. Money is therefore saved in building the houses and in maintaining expensive flood defences. Also, the floating houses are a great help in meeting Dutch housing demands. The country is one of the most crowded in Europe and has very few suitable building sites left. The floating houses can be placed on areas not considered suitable for building on before.

The floating houses idea is unlikely to be used on flood plains in the UK because our need is not as great as the Dutch because we do not suffer as many floods and do not have as much land below sea level. The British prefer cheaper housing and braving out floods with sandbags and wellies, just as we have always done in the past. We are very suspicious of such new ideas.

Question 7

This question required a period of planning and some reflection on the Background and Options sections. The question also required some OS map interpretation skills and some basic knowledge of planning criteria. Having said that, most of the candidates seemed comfortable with the format of the question and used the bullet points as a framework for their answers. In some scripts the choice, rejections and advantages would have benefited from a more concise link to map evidence. However, it was clear that many candidates had enjoyed studying the resources in class and were familiar with the map extract. Unfortunately, a small number of candidates confused the four options with the flood control methods on Resource 9 which was unnecessary and resulted in very little credit. No one option was more popular than the others, but candidates made basic errors in terms of the height of the land and map distances, the importance of a small wood to river flooding, and the relevance of tourism, footpaths and cycle ways to large scale housing developments. Many candidates failed to understand how the Foss Barrier scheme relieves flooding in York and even which direction the River Ouse flows through the city.

A typical full marks answer:

The site I would choose for the new housing development in the York area is option 2; adding an extension to the village of Bishopthorpe as far south as Acaster Malbis. I chose this because there is an extended road network through Bishopthorpe down to Acaster Malbis so the new residents would have easy access to both the centre of York and the other nearby villages. The majority of the land is away from the River Ouse so is less likely to be flooded, added to the fact that some of the area is over 10 metres above sea level. This site is also sustainable because Bishopthorpe already has amenities like shops and schools, although others will need to be built. I rejected option 1 because Clifton Ings is directly next to the River Ouse so will have a high possibility of regular flooding. The area is a vital part of the present flood defences of York and has sluice gates which are opened to allow water into the area in times of high river levels. Building here would mean that the flood water would have to go elsewhere in order to protect the city centre.

I rejected site 3 because the area near Naburn Lodge contains a sewage works which would not attract people to buy houses in the area. The area is close to the River Ouse and has a small tributary running through it, both of which could lead to flooding. Part of the site is on the outside of a river bend which could also lead to flooding.

I rejected option 4 to the south of Overton Woods because it would mean deforestation and environmental damage. It is also near the river Ouse and is quite flat, so flooding is again a worry. The main railway line passes close to the area and could cause noise problems to future residents.

My choice of option 2 may not be ideal in all aspects because part of the site is close to the river and there are no main roads leading into York. Caravan and camp sites would be lost if building were to take place. The sewage works are also only across the other side of the river.

The rejected options do have some advantages. Option 1 at Clifton Ings is the nearest to the centre of York, so would be ideal for people who work in the city because of the short journey to work. Option 3 near Naburn Lodge has the B1222 road leading into York and does have some areas above 10 metres. It also has a marina for people who might own boats. Option 4 would be suitable if a new station was added to the railway line for easier access and it would probably be the most peaceful choice because it is the furthest distance from the city centre.

However, I think that Option 2 is the most appropriate site for a new large housing development in this area.

2402 - Terminal Examination (Foundation)

General Comments

All examiners and team leaders reported that the 2006 examination was at an appropriate level of difficulty for foundation candidates. Many examiners commented on the high level of candidate performance compared to previous examinations. There was a consensus that the 2006 examination had provided a positive experience for the majority of candidates.

"I saw a full range of marks which suggests that it allowed more able candidates to demonstrate their knowledge yet at the same time make the material accessible."

"Overall the best paper for many years. Well done!"

Most examiners were able to apply the full range of marks with some candidates scoring into the 90s. It was also felt that weaker candidates were more willing to tackle the questions and fewer blank pages were noticed.

In order to make the paper accessible to more candidates the 2006 examination again employed:

- A narrower range of command words in the questions;
- Limited themes within each question, especially in Section A;
- The assessment of the more mainstream elements of the Specification Content.

Teachers' Tip

Teachers and candidates should use pages 33 to 36 of the Specification to highlight the content covered in the 2003, 2004, 2005 and 2006 papers. It should also be noted whether the content was assessed via sub questions (c) and (d) or as a case study in part (e). Candidates could also learn how Specification Themes are covered within the Section A places questions. This exercise may highlight areas of content hitherto not assessed.

Case Studies

The application of relevant case study knowledge to the questions continues to be the most significant determinant of success for this examination. Many candidates are well taught, thoroughly prepared and arrive at the exam with a range of case studies. They consider which case study best fits the question and apply their knowledge with confidence and clarity. Developed points and/or a range of ideas in each part (e) sub-section (ii) and (iii) ensure that these candidates achieve the full 9 marks and go on to gain high scores.

Candidates who arrive to the exam with a limited range of case studies do demonstrate their knowledge and understanding but they select case studies that do not fit the requirements of the set question. For example some candidates wrote with great detail about decline and diversification in the French wine industry; covering evidence of change and reasons for change. This would have been ideal for question C6 but was used for question A1 about EU settlement growth or decline.

Common case study selection errors persist and include the following:

- Incorrect place in Section A e.g. LEDC hazards used for question A3.
- Incorrect type of place/example e.g. a region or country instead of a settlement in question A1 and a settlement instead of a whole country for question C7.
- Incorrect scale of place e.g. Africa as a named LEDC for question A2.
- Confusion over place and location, which can limit answers to a maximum of 8 marks. e.g. Japan located in Tokyo for question C7
- Dated case studies where recent examples are needed e.g. decline of the South Wales coalfield for question C6.

Centres are reminded that the word 'recent', when applied to exam case studies, means from 1980 onwards.

Teachers' Tip

Centres and candidates should list all their current case studies and add dates to determine which qualify as 'recent'. Past papers should also be analysed to reveal which types of case study question require 'recent' examples and which do not.

Question Choice Grid

It appears that very few candidates make genuine use of this device so as to afford some valuable thinking time in order to aid question and case study selection.

This was noted by some examiners:

"I saw few uses of the grid on page 2. Only one centre had clearly trained their students to use it."

Teachers' Tip

Devote an entire lesson to using the grid with a past paper. Candidates should spend about 15 minutes reading the paper, ticking the boxes, noting relevant case studies, choosing their four questions and putting their four into order; best first. Then candidates can compare their question selection and case study choices. Meaningful discussion can follow and Teachers can use the feedback to generate question/case study selection criteria. This process will be modelled at Autumn INSET.

Developed Points

Examiners have developed their expertise in finding and crediting developed points in even the briefest of answers to parts (c) and (d). A clear pattern is now established where candidates will be asked to give **two** ideas, ways, reasons with detail. The levels based mark scheme clearly shows that two developed points will achieve the full 6 marks. Where candidates provide a list of ideas examiners can only credit two of these and award a maximum of 4 marks.

Teachers' Tip

Teachers should write their own (c) (d) answers for pupils to mark. This should model how to develop an idea or explanation in contrast to lists of basic ideas.

Rubric Error

Candidates failing to follow the rubric and answering more than four questions persists. Regulations require examiners to mark all answers and then select the best scoring four which meet the rubric. Persistent and consistent rubric error is now confined to a small number of centres.

Deliberate rubric error is a concern as it undermines candidate performance and is unfair on candidates who undertake an element of risk in choosing their best four questions. It also frustrates and delays the exam-marking process.

In 2006 more examiners reported that Centres were failing to complete the Question Number table. This may be due to non-teaching staff invigilators.

Teachers' Tip

Practise using the question choice grid with candidates to reinforce the rubric and the thinking behind the rubric. Teachers should also ensure that Examination Officers and Invigilators are familiar with the rubric and the Question Number table on the front cover of the booklet.

Tier Drift

It is pleasing to note that tier drift is no longer an issue with the Foundation examination. Numbers taking the exam in 2006 were roughly equal to the 2005 entry. Moreover the outstanding performance of many candidates served to raise the mean mark and the grade thresholds to their highest ever levels.

Comments on Individual Questions

Section A

Question A1

Most candidates scored well on sections a) and b) demonstrating knowledge of EU countries and graph reading skills. Some unusual choices were given for part a) usually in conjunction with a correct EU country e.g. France and Australia and Italy and Brazil. One examiner suggested that this may reflect the influence of the World Cup football tournament of June 2006.

Part c) was well answered with many candidates going beyond simple selection of relevant text to explain how the chosen idea helped the olive tree to survive the Mediterranean climate.

Candidates made good use of the resource Fig. 4 to explain a good range of relevant pull factors for part d). Some candidates were credited for using their own ideas. Some ignored the 'holiday homes' part of the question and wrote about why France was a good place to seek work. As stated earlier some candidates limited themselves to 4 marks by giving a list of pull factors rather than following the command to explain **two**.

A disappointingly high number of candidates were unable to name an EU settlement for part e). This limited their score to Level 1, 4 marks. The most common error was the selection of whole EU countries or regions. The influence of the January DME was noted with the selection of the Costa del Sol region. Candidates who chose Benidorm instead were often able to score high marks.

Candidates who chose to write about growth within their own local area produced better answers. These examples usually focused on a new shopping centre or housing development as evidence of growth. Some candidates chose to give reasons for the growth or decline rather than focusing on the affect on quality of life. Understanding of quality of life was mostly limited to jobs/wealth and overcrowding/pollution. Wider definitions of quality of life will be considered at Autumn INSET.

Question A2

Candidates made good use of Figs. 5 and 6 to score well in parts a) and b). Some candidates misunderstood Fig.5 and did not achieve a mark for stating that the workers were selling the flowers.

Candidates scored well on part c) explaining that revenue for development and job creation were the main good points for LEDCs. Some good explanations of unfair trade were used to explain the bad points of cash crop trade for LEDCs.

The cartoon, Fig. 7, yielded a range of responses and was a good differentiator. As usual less able candidates gave literal, descriptive accounts of the cartoon's images. More able candidates noted the contrasts in the volume of exports, food aid and transport technology. Many wrote clearly about the connections between cash crop exports, hunger and famine in LEDCs developing their ideas from part c) about unfair trade.

Again a disappointingly high number of candidates were unable to name an LEDC country for part e). By far the most common error was choosing Africa.

The wording of part (ii) 'describe how the aid or investment money was spent in the LEDC' meant that fewer candidates wrote about charity fundraising. However, many weak answers still focused on an aid charity such as Oxfam and described aid in very general terms. The best answers dealt with real examples of aid projects, with goat/cow projects gaining high scores. Flood relief in Bangladesh also scored well.

Candidates who chose a goat/cow project were able to give convincing comments on sustainability covering resource conservation, recycling and passing on skills and knowledge. Many candidates showed no understanding of sustainability, probably being hampered by their vague selection of charity-based aid. Some did score marks for explaining why aid dependent on charitable donations was not sustainable.

This limited understanding of sustainability is surprising given the progress made by candidates in the DME and the sophisticated definitions that many apply in their DME examination answers.

Teachers' Tip

Teachers should consider the links between the DME learning and the Specification Content and make candidates aware of how their DME could provide valid case studies for the terminal examination.

Question A3

The natural hazards focus made this a popular and generally well answered question. Candidates made good use of Figs. 8 and 9 to score full marks in parts a) and b). There was an interesting range of responses to part a); from the vague non-place specific such as *on the coast/on an island*; to place specific such as *on Hokkaido island, north Japan*; to accurate use of scale and direction such as *about 1,000 Km north of Tokyo*.

Teachers' Tip

Try out question A3 a) with your candidates and list their range of responses. Decide on which is the best geographical answer. Apply these best location criteria to all case studies.

There was a range of quality seen in the responses to part c). Some responses were limited by providing lists of ideas rather than describing with detail **two** ways.

Many candidates misinterpreted the text by stating that 16,000 homes were destroyed not 'blacked out'.

Part d) was well answered with candidates applying their knowledge of earthquakes in Japan/MEDCs. They were able to explain how earthquake proof buildings, earthquake drills and well resourced rescue services reduced the death toll to zero at Toyokoro. Many included the phrase *because Japan is an MEDC* to help develop their explanations.

There were some exceptional case studies given for part e). The most successful were the Mount St Helens volcano and the Kobe earthquake. The best answers featured accurate data/information about the impact and detailed, well applied knowledge of plate tectonics. This included named plates and accurate use of terms like destructive plate margins and subduction zones. Candidates who chose hurricanes/tropical storms as their hazard gave detailed accounts of their impact e.g. Hurricane Katrina, but were less convincing with their knowledge of the physical causes. Candidates who chose LEDC based hazards such as the Asian Tsunami were limited to Level 1, 4 marks.

Section B

Question B4

This question continues to confound the intentions of the principal examiner; candidates either love it or hate it. Fewer choose this question compared to B5 but it is generally well answered

by those who do. Most candidates used basic graph and diagram interpretation skills to score full marks for parts a) and b). A common error was stating 8 hours for the peak discharge of the river. Using a ruler to align the peak with the x axis would have helped these candidates.

For part c) the clarity of the diagram Fig.11 did little to help those candidates who had weak knowledge of the drainage basin system. They did not understand the concept of time lag and were unable to select relevant stores and transfers to explain the causes of the delayed response of the river's discharge to the storm event. Those who did understand these ideas scored full marks.

The same applied to part d). Those who had the knowledge explained how reduced interception, absorption and transpiration would all increase the streamflow.

Part e) had the greatest range of success of all the case study questions in the 2006 examination. Many candidates did not write anything. Some chose to write about changes in weather conditions, usually storms associated with flood events, without any connection with climate change. These answers were given some credit with Level 1, 4 marks. At a higher level some candidates gave credible descriptions of evidence of global warming including, rising/record temperatures, melting ice caps/glaciers, rising sea levels, increases in storm events. Only a few were able to score full marks by explaining the greenhouse effect correctly. Many answers were hampered by muddled accounts of the depletion of the ozone layer.

Question B5

As ever, this was the more popular Section B question. However, it was less well answered than in previous examinations.

Candidates successfully read the photograph, Fig. 12, to state two valid problems for part a), with transport and housing being the most common. The lack of a red circle on the map key for Fig. 13 meant that acceptable answers to part b) were extended to include Hull and Peterborough. For part c) answers ranged from the vague '*near a river/the sea*' to more detailed accounts of drainage, relief and the impact of settlement development for full marks.

With hindsight part d) did not provide enough opportunities for candidates to develop meaningful responses beyond using the text. Some candidates did relate the flood protection methods to reduced costs, insurance premiums and increased peace of mind. Some gave the pros and cons of their chosen methods which would probably have been a better question! Many candidates misunderstood method A, the giant water-filled boom, by describing its function as a pump.

Geographically incorrect answers to part e) explain the lower scores on question B5 compared with previous years. Too many candidates chose earthquakes and believed that seismometers and the Richter Scale are accurate and reliable prediction methods. This massive misconception makes for meaningful geographical enquiry along the lines of 'how possible is it to accurately predict an earthquake ?' but it yielded these candidates few marks. Those who wrote about observing animal behaviour, the seismic gap theory and then explained that these methods are limited scored higher marks.

Candidates who chose volcanoes wrote more credible answers often citing case studies such as Mount St Helens, Pinatubo, Montserrat, as valid evidence of successful prediction/monitoring methods. The monitoring of weather conditions and systems for tropical storms and flooding also yielded better scores.

Section C

Question C6

Question C6 continues to be the least popular and least well answered question for the foundation examination.

Most candidates demonstrated basic map and aerial photograph reading skills to gain full marks for parts a) and b). Some candidates did get the two dock areas in the wrong order.

Part c) was poorly answered. Candidates were able to suggest valid dockside economic activities such as industry, import-export trade and tourism. Very few used the map evidence to develop or explain their responses by referring to features such as the 'yacht basin', the presence of large buildings/storage tanks and main road/rail links.

Most candidates gave valid ideas for part d), with some perhaps drawing upon their learning from the January DME. Money and jobs were the most common good points, with more vague ideas for bad points focused on overcrowding/pollution. Some candidates produced interesting ideas about tourism undermining local traditions and culture. Other candidates misread the question and gave accounts of why Cape Town was a good place for tourists.

Part e) yielded probably the weakest set of case study answers for the 2006 examination. Many candidates still do not appear to understand what *economic activity* means in spite of being given 'such as' prompts in the question. These candidates did not write anything or completely missed the point of the question and wrote about settlement, population or aid. However, there were some good answers scoring full marks. The successful case studies were; changes in tourism in Spain and Nepal (from the January DME); Vine House farm and Hydroponics in Japan (from the People, Places and Themes textbook)

As with question A1e) some candidates scored well by describing and explaining a valid change in their local area such as a new retail development.

Teachers' Tip

Before the 2007 exam make a list of recent changes in the school's local area. Decide how these changes could be used as case studies in Questions A1 and C6 and C7.

Question C7

Most candidates were able to correlate the satellite image and the map to score two marks for part a), although some did get Glasgow and Edinburgh in the wrong order.

For part b) most candidates recognised the rural setting of square C1 on the image and selected the correct settlement types from the list provided. Some did only select one type instead of the required **two**.

Some candidates wrote good answers for part c) using information from the satellite image to start their responses. The difficulties of building on or farming upland moorland areas were well explained along with the inaccessibility of the area. Some candidates misinterpreted the image to explain how flooding from lakes had limited settlement development. Some misinterpreted the question to explain why there were settlements in the area.

Very few answers to part d) revealed in depth understanding of settlement function and hierarchy. Basic ideas such as more jobs, better shops, more things to do without development or explanation were the most common responses. Accessibility alone was not credited unless reference was made to Glasgow's function as a transport and communications hub. Many candidates referred to Glasgow as Scotland's capital city.

Part e) provided an opportunity for many candidates to apply their knowledge of China's one child policy to a relevant case study question. Many of these responses did score full marks. However many incorrectly stated that China's population had decreased as a result of the policy. As ever, there were candidates who confused China with Japan to score very few marks. A few candidates did use Japan to write good answers about ageing populations.

A more disturbing feature of many candidates' answers was their inability to name a country at the start of their answer. Many misinterpreted the location command and gave the name of a settlement, usually a large city, and then described population change within the settlement. By placing their ideas in the wider national context of rural-urban migration some candidates were able to achieve higher marks, in particular for Brazil and Kenya.

As expected with this type of question, a few candidates selected England and launched into a xenophobic rant about asylum seekers coming here and taking jobs and houses from the local people. Hopefully geography and geography teachers are well placed to challenge this type of thinking.

2403 - Terminal Examination (Higher Tier)

General Comments

The comments of examiners, teachers and candidates suggest that this year's paper was again considered appropriate, accessible and even interesting! Certainly it has allowed much positive achievement and fewer candidates are now attaining less than half marks, whilst at the top end there are some truly outstanding answers. Here is a selection of comments from Examiners this summer:

"Very accessible paper to all candidates. Good range of marks awarded."

"Students felt able to answer all questions on the paper and therefore could select their best ones."

"Excellent case studies used with more range than seen previously, particularly of Natural Hazards."

"Marked technical improvements in presentation of answers in paragraphs, that were then developed – good teaching evident!"

"Candidates with detailed case study knowledge seemed to enjoy writing these answers and scored highly."

"Many candidates showed clear A2 ability and it is to be hoped they will be encouraged to pursue such goals; their answers had clarity, used appropriate terminology and were engaging to read."

Additional Examples of Good Practice:

- (a) Excellent data and resource interpretation;
- (b) Outstanding and perceptive interpretation of the cartoon;
- (c) Good understanding of map and satellite image;
- (d) Significant increase in the use of annotated diagrams, particularly in A3e – causes of hazard - and B4e – global warming;
- (e) Some excellent maps drawn and annotated in A2(e) – contrasting regions (Brazil) and C7(e) – population change (Japan and USA).

Inevitably, not all candidates are reaching such high standards, but it is rewarding to learn of such wonderful geographical qualities being demonstrated so well and by so many. Clearly there is some excellent and inspirational teaching taking place and long may it continue. For balance, however, there follows a list of areas where significant improvement would help to close the gap between the best and the rest.

Teachers' Tips

How many of these general points would help your candidates improve their level of attainment?

(a) **Write less, but more directly:** it is getting better, but a significant number still write too much, especially for the two mark sections. There is also a tendency for some to feel the need to repeat the question, without adding anything, in their first sentence.

(b) **Place scales:** check that your candidates are comfortable with the difference between a country, a region and a settlement. This caused problems in three of the questions this year – A1(e), A2(e) and C7(e) – and follows on from similar advice given in previous reports.

(c) **Diagrams without prompting:** ensure that your candidates can annotate effectively and use a diagram/map instead of writing, for a whole six or nine-mark section. Try and promote candidates confidence to do this.

(d) **Choose the right Case Study/utilise the detail appropriately:** are earthquakes really the best case study for hazard prediction? Would not rivers or volcanoes have been more appropriate? Having chosen the correct case study, can candidates keep to the specific task set? The Kobe Earthquake is a popular case study, yet many use it inappropriately.

(e) **Skills:** for a significant minority, describing differences, distributions and trends on graphs could all improve.

(f) **Contemporary geography:** does your teaching reflect the Specification focus upon the present day? Thus, do your candidates recognise present day settlement growth or decline (the focus in A1e) and what has been happening since 1980 with China's one child policy (C7e)?

(g) **Case Study detail:** even more than in previous years, this is the greatest discriminator in terms of marks achieved. Whilst the development of answers for sections (c) and (d) have shown a welcome improvement, section (e) has, if anything, taken a step backwards. As discussed above, the situation has polarised with the best doing very well, but for the majority it remains the main area in need of improvement. Generalised, stereotyped and speculative section (e) answers continue and need to be replaced by specific detail for real places and events.

More **specific points** that might help?

Quality of Life: candidates often only refer to this implicitly rather than explicitly and many do not look beyond it involving money.

Location: many candidates explain this in terms of contemporary features, not those applicable when the settlement or activity originally located there.

Causes of Hazards: the explanations of causes is often overlooked in candidates' answers.

Population Statistics: relatively few candidates support their answers with these and could often achieve a Level 3 answer by doing so.

This year four questions proved distinctly more popular than the others, QA1, QA3, QB5 and QC7. The trend certainly seems to be that Economic Activities is following Physical Systems as a less popular Theme – yet many candidates continue to score very well for both QB4 and QC6. No question was 'universally avoided' and none appeared to present huge difficulties for candidates.

Comments on Individual Questions

Section A

A1 This question about purchasing homes in France proved popular and was generally well answered. Fig. 2 initiated some interesting responses, with every illustration utilised, although some answers were over-long for two marks in (b).

(a) – (c) were answered well, but (d) differentiated far more. On the one hand there were some excellent answers involving use of the Internet to view potential properties, but others did not focus upon specific transport and technological developments to gain the higher marks.

(e) - The main issue here was in the use of inappropriate scale ranging from the Costa Del Sol, to Italy to whole continents. This problem seems to have included a significant number of candidates, not always the weakest. However, some good case studies were also very common, including Benidorm (using January's DME), Lille and Bishops Cleeve.

- A2 The least popular choice in Section A, although it proved to be a relatively straightforward question based upon overseas investment. (a) & (b), about MNCs, were well answered, but (c) saw a lot of variability. Many were limited to L1 in (c), focusing upon answers relating to factory location rather than that of a retail outlet, but there were also some excellent answers.

(d) Produced some of very effective responses to the cartoon. Many showed much empathy with the girls and their working conditions.

Responses to section (e) were not as good as had been expected. Brazil was by far the most popular choice and there was some excellent knowledge of Carajas and the North East. However, a few answers on Italy also crept in and there were quite a few misconceptions about Brazil, such as where the best soils are and the high/low areas. The best answers were based upon a clear structure of three paragraphs each focused on one geographical difference. However, too often Examiners had to work hard to identify the differences from separate accounts and a mass of other facts about Rio de Janeiro or similar.

- A3 This question based upon the Toyokoro Earthquake was very popular and usually well answered. In (a) location was dealt with much better than last year, whilst knowledge of the Richter scale (b) was sound.

(d) Was generally well answered except for those students who erroneously believe that earthquakes can be clearly predicted and evacuations ordered. Most correctly stated better healthcare facilities and better emergency services.

In section (e), many candidates answered this extremely well. There were some excellent annotated diagrams, particularly of destructive plate boundaries, but often this was Centre specific. Most chose earthquakes, but often the best answers were from hurricanes or floods – students tending to focus on effects rather than causes for the most used example of the Kobe earthquake. A significant number of candidates are still wasting time by writing as much as they know about a hazard (usually the effects) rather than answering the question.

Section B

- B4 Most considered this an accessible question about hydrological processes. While (a) was answered correctly, many lost a mark through not being able to identify throughflow in (b).

(c) & (d) were generally well answered, although the use of terminology varied in both sections. The use of figures from the graph was good, but in (d) some failed to clearly relate the human activity to the discharge curve.

(e) Responses about global warming were adequate or better, often using diagrams to good effect. However, many candidates still mistakenly think the ozone layer is involved in global warming. Any appropriate climate or weather change was accepted, but, unfortunately, those choosing a depression, were often confused.

- B5 This was a universally popular question on flooding that produced successful answers, except in (e) if they selected earthquakes. In (a) those who thought rainfall is increasing

did not manage full marks, but many correctly stated reasons such as global warming and building on floodplains.

Whilst few did not achieve maximum marks for (b), few did so in (c). Those that did achieve well focussed on explaining and went beyond copying from the resource on flood prevention methods. A good range in the quality of answers was seen in (d) and few could not state two problems associated with flood prediction.

(e) Strong candidates answered this section very well, producing excellent detail and usually choosing volcanoes or hurricanes. However, overall, this was not as well answered as in previous years. Some overlooked the request to select a type of hazard, rather than a specific event (not necessarily a handicap), and others unwisely chose earthquakes for which it was difficult to write about prediction methods. A significant minority wrote about prevention, rather than prediction, methods.

Section C

C6 The least popular of the Section C questions, the Cape Town map and photograph nevertheless revealed some excellent interpretation skills and clear use of the resources in their answers to (a) - (c). In (c) some candidates failed to go beyond stating a reason rather than explaining it, so stated 'flat land', rather than 'flat land making building easier'.

(d) proved more challenging, as many did not gain full marks due to the lack of a direct link to quality of life. Some also see this as little more than having extra money to spend.

Some Centres universally used the 'goat' programme (2005 DME) in section (e) with outstanding results, demonstrating excellent understanding of sustainability. However, some still regard the 'sustainability' element as self-explanatory, limiting their answer to L2, by not showing 'how'. Tanzanian aid, the Peragu Dam and the Liana project were also successfully used in a generally well-answered question. Those, however, choosing a more generalised programme, without a place focus (such as Oxfam in general), found marks harder to come by.

C7 The settlement question based in central Scotland proved very popular. Candidates successfully read the image in (a) (although some stated water), but some are still less secure when describing the distribution in (b). There are also few candidates using the relevant terminology for settlement patterns.

There were some good and relevant location factors in (c), but this is not a strong aspect of understanding for many, who focus on present day reasons rather than those facing early man.

(d) Generally well answered, with some excellent use of terms such as 'high order goods'. Some overlooked the word *regularly* in the question.

A wide variety of responses and approaches were seen in (e). The best answers focused upon total population and structure, referring to ageing population, migration and birth rates. These also supported their answers with population figures and so accessed L3. More variable were the answers on China, USA and Italy, where too frequently the focus was upon just one change, such as the one child policy or internal migration. Several Examiners commented upon the use of case studies for which up to date population data was not evident, such as Turks to Germany and the decline of the Rust Belt in the USA.

2404 – Internal Assessment

General Comments

This May/June over four hundred centres entered 17,981 candidates for moderation. This is marginally less than last year and reflects the continued competition that Geography faces within Centres.

Centres appear to have taken the advice of slimming down their assessments and making them more focused and manageable for students. In addition, more Centres are using the board mark sheets, assessing holistically and this is to be encouraged as it leads to a more accurate assessment of candidates work.

The best examples seen this year involved the use of ICT to analyse and present data in a variety of forms. There were some excellent examples of annotated digital photographs and students clearly enjoyed the experiences and challenges presented by fieldwork. There were also excellent examples of Centres who had encouraged students to write key questions and follow a clear route to enquiry.

Unfortunately, there were examples which were devoid of maps or place detail. Some units seemed tired and in need of review. All Centres need to be encouraged to review coursework units and where necessary discuss matters with their Specification Advisor.

Other areas of concern included instances whereby photos and graphs were left with no annotation or analysis.

Some candidates also failed to use evidence to substantiate conclusions and in addition, their evaluations did not mention how successful their investigation was or indeed who might be interested in their findings.

Administration by Centres was generally very good and only a few were late or made errors on their MS1 forms. The requirement to submit a Centre Authentication form (CCS160), in the main, was followed by most centres and others quickly returned signed copies. The packaging of samples continues to improve and most included candidates' names, exam numbers and Centre number. However, Centres are reminded about the need for internal moderation.

In the vast majority of Centres the standard of marking is excellent. There is however, a tendency for some centres to give too much credit for work on the level 2/3 boundary. Centres need to remember the need for comprehensive analysis, substantiated conclusions and meaningful evaluations. Significant adjustments were only made to Centres who had not had their assessments approved by Specification Advisors or had misapplied the assessment criteria.

Many Centres fail to provide comments on the recording cover sheets, or annotation within scripts highlighting where the marking criteria have been recognised. If either or both of these strategies are adopted it would help the moderation process considerably.

Overall, the internal assessment component of this Specification is still working very well and enhancing candidates' overall performance at GCSE.

2421 – Internal Assessment

General Comments

The best work still comes from centres that had planned from the outset to enter ELC, whereby candidates work 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 the few instances where candidates appeared to underachieve and/or where work was negatively scaled, the Centre appeared to rely on very 'slim' pieces of work that allowed little opportunity for differentiation.

The incidences of incomplete portfolios of work (where the candidate achieved a lower mark than his/her ability would warrant) continues to decline.

In some instances there is lack of opportunity for candidates across the assessment spectrum (usually skills & application in particular). This reduces the marks of the better students in this category. Specific tasks, aimed at these students, give them the best chance to succeed. There are prepared exercises available via the OCR website.

In a similar vein, a 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 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 consultative moderator.

To conclude, there was some excellent work seen from both candidates and Centres alike. The creative approaches adopted by centres are always well received by moderators and this session has seen with some well thought out units of work often across subject boundaries.

2422 – Oral Based upon 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.

There appears to be a trend towards Centres entering students in January of (presumably) Year 11, thus reducing the number of entries in June.

The resources appeared to pose few difficulties for the candidates. This was particularly pleasing in view of the slightly more difficult language used in Resource 4. It is important to be able to use 'real' resources where possible. In this instance news articles. The way in which candidates responded to these two pieces of text was reassuring.

Listening to the oral tapes submitted for moderation would suggest that the assessment took approximately 10 minutes in most cases. This continues the trend towards decreasing the time taken for these interviews to the 'ideal' of 10 minutes.

Responses suggested that the candidates were well conversant with the concepts of flooding and its impacts on the environment and society. They were able to relate to the role the local council played in the decision making process.

Centre staff are reminded that the interviewer does not have to refer directly to the suggested questions and is also able to prompt 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 candidates and to possibly share this with students. This will hopefully enable both to keep in mind key ideas such as developing answers in sentences, using appropriate geographical terms and using resources to justify a decision. These factors 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 thus improving the performance of their candidates.

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 Entry Level Coursework materials. The questions are designed to give the candidate the opportunity to produce a variety of responses so that interest and effort is sustained until the end of the test for the reluctant reader. It was pleasing to see candidates with very poor communication skills attempt every question and achieve.

The use of colour throughout the paper helped the candidates to access information with the application of skills being a strength. Again, this year, several Centres gave access to rulers and pencils/crayons that enhanced the presentation of answers and gave a sense of pride in the completion of the paper. Photographs were again used as a stimulus and there was evidence that most candidates are studying the photographs to help answer questions. It is important that candidates use a variety of maps, photographs and sketches within their programme of work. Candidates need to be able to use a 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 the question. It is normal that the question related to the resource will be under the specific resource within the two page spread. The order of the four main themes may appear in any order within the paper but each new question will be appropriately labelled. The last page will continue to be a task other than writing, where if time permits the candidate can put more into the presentation of the 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 achieved. The answer that gave more than the basic response and/or used a geographical term, generally received higher marks. There will always be the need for the candidate to recognise and use simple geographical terms.

All candidates had adequate space to answer the questions but a minority of candidates relied too much on one word answers and so failed to reach maximum marks for the question.

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. It was evident that the written test was a positive experience for the under achieving learner without the need to dumb down geography. It was fair and well answered by most candidates and achieved the desired differentiation.

2 Comments on Individual Questions

Question

No.

1. **The land, the climate the people**
 - a) Most candidates could use the coordinate, the key and the question to answer True or False.
Reading the height of a contour was a general weakness.
 - b) Candidates focused in on the weather and the over use of footpath by people going to the beach.
 - c) A variety of answers were given but the best included the idea that the path had been simply worn away. Simple geographical terms will always be used in the written test.
 - d) Most candidates answered 4x4 as expected though a few chose to be different. The marks available were for the supported reason. The 4x4 response gave answers on the destruction of the routeways within the countryside. Explanation or description gained the full marks however, some candidates simply used the word pollution.
2. **People and work**
 - a) Generally well done by all. Entry Level candidates seem to do well on this type of resource and question.
 - b) Again, another term but most candidates knew the answer yet had difficulty expressing what they meant.
 - c) Surprisingly, not well done with the country for Dublin and Edinburgh being the least well answered.
 - d) Candidates lost the second mark because they could not plot 9.2 but counted the squares to give 9.4.
 - e) Candidates could recognise a trend.
 - f) A variety of answers were written and considered. Again, candidates chose accessibility but this needed to be enhanced by location. The best answers focused on the frequency of flying (more holiday time, cheap flights etc.) and the closeness to their homes so that travel time is less.
 - g) Most candidates could achieve on this question if they did not repeat themselves. Train spotting and closeness to the airport was popular, with noise pollution at night being a threat to sleep.
- 3 **People and places**
 - a) Most achieved except in vi) where the candidates did not know whether the population pyramid was for an LEDC or MEDC.
 - b) Responses about the need for children to work for the family and look after the parents in old age were common. Obviously this area of the specification content had been covered adequately in schools and taught well.
 - c) A mixed response to this question with candidates either gaining two marks or four. The tail to match the head - contraception seemed to cause the main mistake.

4

People and hazardous places

a) The farmland was marked on the picture by most candidates. This was done in a sensible place.

As regards the crater, most knew it would be up the volcano but failed to write the label in an appropriate place – above the cable car upper station.

b) If fertile was given it gained the marks but most answers did not consider the value of volcanic soils.

c) If the candidates used their eyes they would have chosen the cable car and the road leading to it.

Perhaps tiredness was setting in as the resources in this question were not studied in depth to give the answers.

d) The weaker candidates found this question difficult and failed to pick up on the clues in the resource. Steep slopes difficult for machinery, rocky and difficult to get to work were all popular answers.

e) A variety of answers easily gave responses. Some candidates failed to achieve as they described an actual eruption.

f) An extravaganza of sketches with maximum marks going to candidates who could label the eruption to explain what is happening. Obviously candidates enjoyed this activity with all action sketches. A few related their sketches to plate movement with attempted detail.

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

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

**Entry Level Certificate
Geography Specification C (3988)
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	Level 3	Level 2	Level 1	U
2421	Raw	160	108	60	16	0
	UMS	80	64	48	32	0
2422	Raw	30	18	10	5	0
	UMS	60	48	36	24	0
2423	Raw	60	41	35	22	0
	UMS	60	48	36	24	0

Specification Aggregation Results

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

	Maximum Mark	Entry 3	Entry 2	Entry 1	U
3988	200	160	120	80	0

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

	Maximum Mark	Entry 3	Entry 2	Entry 1	U	Total Number of Candidates
3988	200	59.0	94.4	100.0	0	289

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

**General Certificate of Secondary Education
Subject (1988)
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2401F	Raw	60	-	-	-	43	36	29	23	17	0
	UMS	83	-	-	-	72	60	48	36	24	0
2401H	Raw	60	51	45	39	34	26	-	-	-	0
	UMS	120	108	96	84	72	60	-	-	-	0
2402	Raw	100	-	-	-	71	63	55	48	41	0
	UMS	139	-	-	-	120	100	80	60	40	0
2403	Raw	100	80	72	63	55	44	-	-	-	0
	UMS	200	180	160	140	120	100	-	-	-	0
2404	Raw	40	35	31	27	24	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	Total No. of Cands
1988 F	-	-	-	31.6	58.0	76.7	89.5	97.5	100	8242
1988 H	13.5	44.6	76.4	94.2	99.1	99.8	-	-	100	14281
Overall	8.6	28.4	48.8	71.5	84.2	91.5	96.1	99.0	100	22523

22523 candidates were entered for aggregation this session

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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