

Geography C (Bristol Project)

General Certificate of Secondary Education GCSE **1988**

Entry Level Certificate **ELC 3988**

Report on the Units

January 2007

1988/3988/MS/R/07J

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Entry Level Certificate Geography C (3988)

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Chief Examiner's Report

General Comments

January continues to be an integral part of the staged assessment for the Bristol Project Geography GCSE with entries up for both the DME and Internal Assessment units. Hopefully, this continued to make the publication of results in March a beneficial motivating force as both candidates and Centres start their final preparation for the Terminal Examination in June.

The DME topic of Sustainable Transport appears to have been well received this January. No doubt its topicality, with the recent publication of the Stern Report, the changes in London's congestion charging and publicity for the London Olympic area helped make the issue an appealing one to all concerned. While marks demonstrated that the candidates found both papers accessible, Question Six on the Higher paper did reveal the need for many candidates to read questions more carefully, as many missed the requirement to apply their answers to the local environment. This did, however, lead to the question being an extremely good discriminator.

It is the Principal Examining Team's view that attempting to predict 'The Decision' in the DME is not good practice. Most Centres seemed to have concurred with this view. It was good to see more relevant answers this year with little evidence that Centres were trying to second guess the Principal Examiner and equip candidates with a pre-rehearsed answer.

Hopefully, most Centres have seen this year's edition of DME News, as produced for the Autumn Inset. If not, do get in touch with your Specification Advisor, who should be able to supply you with a copy. You are reminded that 2008 will focus on the Expansion of Airports and Forests in the Future in the two examining sessions and that your candidates are entitled to know the topic already!

The Internal Assessment continues to stabilise and the grade thresholds have now remained the same for three consecutive sessions. The utilisation of ICT is improving and the fact that more and more students are generating their own key questions is providing more of them with access to the higher level. There are many excellent examples and ideas being employed to deliver this investigative form of assessment. However, please note the need for candidates to analyse their data alongside the diagrams. There is also a need for candidates to improve their evaluation generally. Who might be interested in it? How could it be extended? What are its strengths and limitations?

Following on from my request a year ago for 'Quality not Quantity', the main focus for next Autumn's Bristol Project Inset intends to be 'slim and smart' coursework. You know it makes sense, both in terms of attracting future candidates and more reliable assessment.

GCSE Geography C 1988

2401/01 Decision Making Exercise

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. 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 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 witness positive achievement from many students who have good geographical understanding but find writing skills challenging. The recent raising of the aviation tax and the extension of the London Congestion Charging Zone all served to increase the familiarity of candidates with what is, for many, an everyday problem.

Centres which had made effective use of the preparation period improved the quality of their candidates' responses, transmitting confidence to them and enabling them to develop their answers. However there are still a large 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 elaborate on the reasons for their choice. Candidates who find this difficult need to practice from past papers, and Centres could consider the use of writing frames to extend answers, give candidates the experience of peer and self-assessment to reflect on their responses and practise simple prioritisation and justification exercises on a regular basis to develop decision making skills. For many Foundation level candidates, these are difficult to acquire and need to be practised by Centres with Key Stage 3 students to increase confidence and achievement.

Despite previous reports there is scant evidence of candidates employing any form of planning their answers.

This can be crucial to success especially in the 'decision.' Also the highlighting of 'command words, where employed, improves candidate focus and is demonstrated in a raised level of performance. As there is little evidence of time management issues, it remains 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 if employed at this early stage.

Centres are reminded that the Notes for Teachers are intended to assist in the preparation of candidates and, as such, need close attention prior to the three week pre-release teaching period. Centres also need to ensure that candidates have a basic grounding and background to the issue prior to the pre-release period.

Skills and Techniques

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

2. Comments on Individual Questions

It is pleasing to see that candidates continue to improve their understanding of 'sustainability', possibly due to its high profile in the media and advertising. However, candidates now need to move away from pre-learned definitions and be able to develop sustainable ideas in the context of the question and the issue

1 This question was a good confidence booster with the majority of candidates scoring well. . However a minority of candidates appeared not to understand the word 'continent' and some simply answered 'yes' to 1(c) where they were asked to state whether international movement was expected to increase or decrease.

2 2(b) 'pollution' was the most favoured answer to this part of the question but credit was not given unless the type was specified. Congestion was also popular but other possibilities such as health problems and personal safety were not much in evidence.

2(c) This question was well answered with a wide range of answers including the increase in cars per household, the higher level of disposable income and the decline in real terms of the cost of cars and motoring. The ever growing 'school run' and longer 'journeys to work' were all considered.

However there was little development of the reasons for the increase in UK traffic levels and so marks remained in Level 2 .

2(d) Good answers identified the inherent slow speed of traffic in urban areas which adds to increased emissions. Causes cited were traffic lights, junctions, roundabouts, rush hour and the shortcomings of the urban infrastructure in general.

3 3(a) This part of the question was well done with many opting for cheaper flights, the expansion of airports, the increase international tourism and the building of larger planes.

3(b) There was some confusion with this part of the question as some candidates lost touch with its focus.

Some candidates merely focused on air travel, when the question demanded the consideration of all types of travel. For example, damage to buildings from vibration can be caused by air travel but is more commonly associated with heavy road traffic. Some wrote about the London smog of 1952 which is not very relevant to the question. Many however appreciated the problems of air pollution, sometimes linked to global warming. Also, the fall in property values and the destruction of habitats produced many competent answers.

An exemplar answer: *'Land clearance for infrastructural purposes leaves less room for house building in the area and destroys wildlife habitats.'*

4 This was a straightforward question and most candidates wrote with understanding, stressing the benefits of decreases in traffic volume and reduction in air pollution. Some however misunderstood and chose cities rather than options or focused on one option such as Congestion Charging. This limited their marks as the question asked for two options. Also many answers were limited to Level 2 as the response was not clearly linked to 'sustainability'.

- 5 5(a) was usually done well. Options such as the easy access to public transport, facilitation of the use of electric cars, fees for on site parking, cycle tracks and the availability of a car pool were very common responses.

In 5(b) some candidates failed to link their answer to the choices made in (a) and so limited their mark to Level 1. Many also did not clearly explain how their choice would be sustainable and consequently failed to achieve Level 2. A common error was simply to quote a feature of sustainable transport from Resource 6 without linking it to the choice relevant to BedZED.

An exemplar Level 2 answer: *'Residents can book a car only when it is needed. This will cost less and reduce unnecessary trips which will mean less emissions for the planet.'*

- 6 Advantages and disadvantages of the differing options were generally well understood. It proved relatively straightforward for candidates to gain Level 1 credit as they were able to identify advantages and disadvantages of the options. However, many failed to develop their answers fully to gain Level 2 and a minority gave only advantages or disadvantages.

For example: *'The ecofriendly car is very good value for money travelling 6603 mpg compared to normal cars which need frequent topping up this means that less fossil fuels will be used which will cause fewer emissions.'*

However some emissions will still be present and the cars will still add to traffic congestion.

For example: *'The tram will give off fewer emissions, carry more people, will reduce parking and congestion problems.'*

However it may be unreliable and is not door-to-door travel. Stops may not be convenient for everyone. The elderly and those with young children may not find them user friendly.

- 7 Most candidates were able to score at least Level 1 in 7(a) and 7(b) but a large number had some difficulty with 7(c).

The question clearly asks them to state their reasons for not choosing the other two options but many gave the advantages of the rejected options instead of the disadvantages. This may have been due to them not reading the command words carefully and skipping straight to the statement Option ----- is my second choice because.....

Equally it may have been due to taught pre-prepared decisions in some Centres assuming that candidates would be asked to give the advantages of their rejected options.

Unusually there was a good spread of option choice in 7(a).

Those choosing Option A were the most likely to 'lift' from the text as it was the least well understood and some candidates were unclear about its power source. However, there were some excellent responses:

'It will reduce traffic and therefore cut air pollution as it carries larger numbers of passengers at one time for less energy when compared to car transport. It is more sustainable and accessible for the disabled. It is also planning ahead to reduce traffic problems in the future.'... it is more flexible than the tram or railway.'....' it is less stressful than driving...it saves land used for car parks...it will save on fossil fuels.'

Report on the Units taken in January 2007

Disadvantages included the fact that people may have to use several forms of transport if they are not near to a stop, the limited coverage at present, the destruction of natural habitats to build the extra priority bus lanes exclusively for Fastrack. The idea of high costs qualified by the fact that this is a large infrastructural development.

There were also several good advantages offered to Option B which included ; healthier choice, cuts emissions, reduces congestion, can be set up more quickly than hard options, saves land needed to build roads and car parks The main disadvantages centred around the fact that this kind of option is permissive and therefore people may not choose to employ it and it was not always suitable for long distances and takes away personal freedom.

The idea of 'car sharing' was not well understood but those that mentioned teleworking appeared to understand this concept well.

Option C when chosen was less well answered than A and B. Advantages were seen as reducing traffic congestion and emissions . Disadvantages were harder to develop although many mentioned people protest and resistance to charging and the fact that, whilst the charging may cut traffic in the 'zone', it may increase problems elsewhere.

Some also mentioned the cost involved in purchasing eco friendly cars.

Overall, candidates who read the question carefully and were prepared to develop their answers, often with sound understanding well linked to sustainability, scored highly. Those who did not answer the question set or take the time to plan their answers did less well. Encouragingly, there were far fewer candidates scoring nil in this section or simply missing it out altogether.

Unit 2401/02 (Higher Tier DME)

Overall Performance of the Candidates

The January session of the DME still remains the most popular slot for Centres under the modular framework, with approximately twice the entry of the June examination. The majority of candidates were well prepared and most seemed comfortable with the questions. The issue of sustainable transport proved to be very accessible as it has featured in the press a lot recently and affects candidates' everyday lives.

Many referred to the notion of economic, social and environmental sustainability in their answers, showing how understanding has greatly improved over recent sessions. A pleasing number of candidates achieved their marks by writing more concise answers, but many still write lengthy responses which quite often achieve full marks by the end of the first paragraph. Only a handful of candidates appeared entered for the incorrect tier in this session. A small number of candidates failed to finish the paper due to spending too long on some of the earlier questions. A significant number of candidates could have achieved more marks on questions three and six by focussing their answers on the wording of the questions, particularly the 'local environment' element in question six.

A large number of candidates seem to find question seven (the decision) more straightforward than some of the earlier questions due to its more obvious structure. Lifting material wholesale from the resources is still too common and receives little credit – many of the weaker candidates demonstrated very little understanding of the lifted material. There is still a tendency to simply rephrase what the resources stated rather than extrapolate to a higher level of thinking. The increasing effectiveness of preparation by Centres was noticeable, especially with elements like Crossrail, BedZED and congestion charging. This is to be expected at this stage of the specification's life span. Better candidates were able to integrate their own knowledge into their responses successfully and could use the relevant geographical terminology with confidence.

In terms of Centre organisation, it must be stressed that four page answer booklets are unsuitable for this examination, with eight or twelve pages more appropriate. Also, separate answer sheets are better attached with treasury tags rather than string. Candidates should be advised to leave a few lines between answers for examiners' annotations and many Centres are still not reminding candidates to fill in the front cover correctly with Centre and candidate numbers and the question numbers.

Comments on individual questions

Section A – the Background

Question 1

This question was generally well answered by most candidates with a good use of case studies such as Hurricane Katrina, the Asian Tsunami or the Kurds in Iraq. However, some responses were too lengthy due to explaining more than two reasons for increasing movement. Some answers did not fully take into account the phrase 'more than in the past', especially when referring to 'persecution' or 'natural disasters'. Those who wrote weaker answers appeared not to realise that the question was targeted on the 'some reasons for movement' diagram on page two

of the resource booklet. Some confusion arose over 'long distance commuting' which encourages travel between home and work. Quite a few candidates seemed to link the idea with moving closer to the city to avoid travel, rather than increasing it.

A typical full marks answer:

'People are moving more now than ever before, and by the 1990s, were moving five times further than in the 1950s. People are moving far more now for many reasons. One reason is due to an increasing number of natural disasters striking all over the world which destroy people's homes and livelihoods. People often want to move far away from these disasters and create new lives. This was the case following the Tsunami in Indonesia in December 2004. Also, with terror attacks in some countries a huge threat in some countries, people often feel it is too difficult and dangerous to live where they are and so move, e.g. some people living in Iraq have moved to other countries to escape the violence and to find somewhere more peaceful with a better lifestyle and living conditions.'

Question 2

This question was again generally well answered, using the resources effectively and often adding some personal knowledge. The best answers showed good understanding and skill with the technique of explaining reasons by quoting precise statistics gained by accurate interpretation of the information in the four figures provided. Some candidates misinterpreted figure 1 to read billions of vehicles or billions of kilometres rather than traffic vehicle kilometres. With a large number of candidates lamenting the indolence of modern youth, it is hoped that there will be a decline in parental car journeys to school!

A typical full marks answer:

'Traffic congestion is getting much worse due to a dramatic rise in the number of cars on the roads in the UK. From Figure 2 we can see clearly that car ownership has risen. Less people do not own a car and increasing numbers own two or three cars. With more cars in ownership, more and more are being driven on the roads, causing increased traffic congestion. There is also a lack of suitable forms of alternative transport. Less people are using physical activity as their means of transport. In Figure 3 it can be seen that walking and cycling, the healthiest and most sustainable forms of transport, are declining in number as more people turn to car transportation. This is much easier, more convenient and a lot quicker, but adds to congestion on the roads.'

Question 3

This question differentiated well. Weaker candidates tended to quote from the resources without development, such as *"land cleared for building transport infrastructure destroys habitats."* The most popular developed responses were connected to people's health. Many quoted long passages which were not relevant, such as alternative strategies. This was surprising given the guidance notes for this resource. In some cases, too much time was spent giving reasons for increased travel, often writing a complete paragraph before credit could be awarded. Answers that referred to the London smogs in the 1950s received little credit. There were some unbalanced responses, dealing almost entirely with effects on people or effects on the environment, despite the question asking for both. Some better candidates gave excellent points worthy of double development credit, such as air pollution leading to global warming leading to the effects on the landscape, the weather and the climate.

A typical full marks answer:

'The number of people flying has increased at a staggering rate from 1980 to 2003. The negative effects on people are quite dramatic because the increase in air pollution increases health problems such as respiratory diseases such as bronchitis and asthma and also heart damage. The very young and the elderly are the worst affected by such complaints related to air pollution caused by transport. The massive amounts of carbon dioxide and other particulates released into the atmosphere by burning fuel are also affecting the environment. This is aiding climate change in the form of global warming, which will see ice caps melt and sea levels rise, resulting in the loss of some valuable coastal habitats. Land is also being lost to build bigger airports and new motorways and by-passes. This means the loss of green countryside and the destruction of trees which also contributes to rising levels of carbon dioxide in the air. It could also mean that animal and plant habitats are lost forever.'

Section B – the Options

Question 4

This question was also a good discriminator in which the better candidates were able to demonstrate their depth of understanding of sustainable travel. Most candidates used the resource well, but a number merely listed the features of sustainable transport as part of their answer instead of relating them specifically to the option they were explaining. Some candidates chose congestion charging twice in different cities and so provided only one option. Some candidates described 'referendums' in Edinburgh rather than congestion charging.

A typical full marks answer:

'The congestion charge used by Singapore from 2001 can be considered sustainable as the amount of traffic decreased by 10% and the level of pollution decreased by 20%. It also meant that many people decided to leave their cars at home and use public transport to avoid having to pay the charge on a regular basis. The money received from congestion charging could mean that it is spent on new ways to cut down traffic and increase sustainability even more. The restricted vehicle use by number plates in Sao Paulo could also dramatically decrease the number of cars on the roads in that city. People will not be able to drive themselves to work every day. More public transport will have to be used or car sharing schemes will have to be organised by the people. Both would reduce the number of cars on the road.'

Question 5

This was generally well answered with a good grasp of sustainable travel demonstrated. This was especially true when 'cycling facilities' and 'public transport' were chosen. Many had clearly investigated BedZED Ecovillage Development on the internet. However, this question did contain one element which acted as a barrier in the form of candidates choosing electric cars as a way of reducing reliance on private vehicles. This is clearly not the case and so candidates failed to gain credit. Also, those who selected 'annual fee to park on site' or 'parking spaces prioritised for disabled drivers' often did not develop their response to show they contributed to sustainable travel.

A typical full marks answer:

'Near to the BedZED eco-village are a number of practical, sustainable forms of transport such as bus stops, tram systems and rail links which are all close to people's houses. This means that people living in the village have easy access to public transport systems in order to travel to places like work and into town. This decreases the need for privately owned cars as people find

it a lot easier to use public transport. The village has also provided a network of safe cycle paths which make it very easy to travel without using a private car. Cycling encourages fitness and does not give off harmful emissions which will improve the place they live in by making it cleaner and healthier and also discourage people from using their own personal polluting form of transport.'

Question 6

This question was the poorest answered by most candidates simply because they ignored the need for the advantages and disadvantages to be connected to the local environment. Far too many candidates wrote in general terms about the advantages and disadvantages of their chosen methods of transport. Very few candidates could come up with a suitable environmental disadvantage of bicycles and many stated that biofuels resulted in no emissions.

A typical full marks answer:

'The biofuel car runs on sugar cane which is a renewable form of energy which gives off only small amounts of carbon dioxide which therefore makes it an environmentally friendly form of transport. It will greatly reduce damage to the local environment by not damaging vegetation or buildings in the same way as present fossil fuels do, e.g. turning buildings black. The disadvantage of the biofuel car is that it does produce some carbon dioxide and so will not reduce pollution in the local environment as much as some other methods of sustainable transport. The fuel will be expensive and could mean environments being destroyed in order to grow more sugar cane.'

The new pedal-powered city cruisers are a sustainable form of transport as no emissions are created and they can reach some destinations that other forms of transport cannot due to their slim, slick design. The cruisers run on existing roads and so require no additional building of special routes and therefore no extra damage to the local environment during construction. No green land or habitats will need to be built over. This disadvantage of the city cruiser is that they cannot take many people at a time and are quite slow. This could lead to extra congestion on the roads which could cause delays resulting in more fumes in the local environment. Also some drivers may look for alternative routes to avoid the delays and end up damaging the local environment by driving through housing estates and along country lanes.'

Section C – the Decision

Question 7

This question tended to achieve its intended level of differentiation and the structure was clear enough to give candidates a notion as to what was required in terms of the decision. Weaker candidates found difficulty in developing their reasons for choice, simply giving a list of basic reasons for selection. There were some rather unusual misconceptions about the size of the River Thames estuary. Some answers were too lengthy and over-elaborate. Many candidates showed a clear grasp of the concepts and issues outlined in the resource booklet and used them to demonstrate a good understanding of the advantages and disadvantages of the options. Sensible use was made of the resources and their own knowledge. The most popular option selected was option one. However, some candidates spent too much time copying from the resource without demonstrating how that information contributed to the option being a sustainable proposal.

A typical full marks answer:

'I think that option one, using efficient transport systems like Fastrack and Crossrail throughout the Thames Gateway is the most sustainable idea. This would be an efficient and practical way for the public to travel with convenient stopping places for all the major destinations such as the Bluewater Shopping Centre. It is a sustainable choice as most routes are already in place and very few roads will need remodelling. Many more people will be able to travel on this system and so less people would need to use their own cars. Less pollution will be created per person if these ways are used, meaning a much healthier environment.

However there is a disadvantage of this option. Some harmful emissions will still be created and there could be a lot disruption while the complete system is set up. Also it will cost a lot of money to develop this option fully.

I rejected option two, encouraging local businesses to set up car sharing schemes and to promote cycling, because car sharing can be difficult if work hours vary, could prove not to be safe or suitable for some people and could result in people having to make detours. Also cycling can be dangerous due to the number of other vehicles on the roads, make longer distance commuting almost impossible and bicycles are banned from some routes like motorways.

I rejected option three because people are not going to be willing to pay large amounts of money to travel into work every day and may seek other routes to avoid the charge, resulting in a higher consumption of fuel and more pollution.

Finally, I rejected option four because the Thames Estuary may not be big enough for all the extra traffic which will be required to reduce congestion on the roads. More vessels would be needed, costing a lot of money. The freight will also need to be taken inland from the river so this would mean that lorries will still be needed and congestion and pollution would continue.

An advantage of extending congestion charging is that it has proved successful in places like Singapore in reducing congestion and pollution and the money raised could be used to develop other forms of sustainable transport.

An advantage of car sharing, cycling and teleworking is that it would be quite cheap to set up, could reduce congestion and pollution in a small way and could mean less environmental damage in the Thames Gateway area.

Overall, I feel that there are far more advantages of Fastrack and Crossrail than any other option and, with the 2012 Olympic Games approaching fast, it would be the most useful way forward for the area.'

2404 Internal Assessment

General Comments:

115 Centres entered with over 6500 candidates for Moderation in January 2007. This is once again an increase on the previous year and shows that a significant number of Centres are taking the opportunities offered by staged assessment to get coursework out of the way at a relatively early point in the two-year GCSE cycle. This is a definite advantage as it reduces pressure on candidates in the busy period up to the Easter break and allows teachers to concentrate on vital preparation for the terminal examination.

Administration by Centres was generally very good. Fewer Centres this year withdrew candidates who had been entered in error. The majority of Centres did complete the required paperwork and fewer had to be asked to send the authentication form (CCS160). There was a welcome increase in the number of Centres submitting mark sheets well in advance of the January 10th deadline. Most Centres responded very promptly to their Moderator's request for a sample of work and the work was packaged correctly. However, some did not respond within three days and students' work was not always clearly numbered and named.

The standard of marking is excellent in the vast majority of Centres. Fewer Centres had marks scaled this time, with 8% being adjusted downwards and 3% upwards. Some Centres who had been scaled previously had responded positively to the advice given to them. There was a tendency for some Centres to over-mark at the upper end and to give too much credit for descriptive analysis and unsubstantiated conclusions. In addition, there was some evidence of maps not being utilised effectively and photographs and diagrams being labelled and not annotated. The drawing of graphs was an area where variety, imagination and initiative needed to be demonstrated by candidates if they were to be awarded marks for higher level skills.

The quality of work continues to improve. Candidates are demonstrating an awareness of enquiry strategies, particularly in the context of individual studies. Many showed a clear theoretical and local context to their investigation and fieldwork was clearly an incentive. Once again the best work was focused and used clear aims and hypotheses to help organise and structure the investigation. This allowed candidates to analyse their results and make substantiated conclusions. Candidates who had a methodology for data collection were able to make a good evaluation of their investigation at the end. They could discuss the techniques they used and the problems they faced and how they could improve things.

There continues to be some outstanding use of ICT with annotated digital photographs and diagrams. However, computer generated graphs do not always offer a wide enough range or variety beyond bars and pie charts. Scatter graphs and proportional symbols could be used where appropriate. The best examples are where graphs are integrated with maps. Centres continue to slim down their units and candidates are becoming more concise. Some candidates showed excellent analysis of their results giving percentages and attempting to give reasons for their findings and did this next to the graphs. These were also used to substantiate their conclusions. Evaluation of their work overall was not always attempted and no reference was made to stake holders who might be interested in their findings. This is an area which will need to be brought up by Specification Advisors and at INSET.

Overall, it is fair to say that the Internal Assessment component of this Specification continues to work well and is enhancing the candidates' overall performance at GCSE level. Investigations are well designed and involve effective fieldwork and candidates certainly enjoy the experience. Geography teachers once again deserve congratulations for their efforts on their student's behalf.

Entry Level Certificate Geography C 3988

2421 Internal Assessment

Only two Centres submitted work for moderation, therefore no report is available for the January 2007 series.

2422 Oral Decision Making Exercise

Pleasingly there appeared to be few candidates within the lower half of the mark range again this January. The staff conducting the assessments in Centres completed the task admirably and their confidence in handling this examination certainly was a contributory factor in the overall outcomes achieved by their candidates.

Most of the Centres entering candidates were experienced. The marking of the work was very close to the nationally agreed standard for this module. The result was few scalings of marks being 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 (unsurprisingly) conversant with the concepts of travel and the reasons why people travel. The recent publicity regarding air transport certainly aided some candidates in their answers.

The opening questions relating to the candidates' own experiences of travel and the journey to school/work/shopping etc. appeared to give them scope to 'get a positive start' to the discussion which in turn bred confidence.

The resources themselves posed few if any problems and those that were encountered locally (no one Resource appeared to be a problem other than with individual candidates) were well handled by supportive and sympathetic steering by the interviewing staff. The photographs seemed to be very well received with all candidates being able to relate to the types of transport and their attendant advantages and disadvantages.

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. Once again it is pleasing that Moderators did not report the incidence of candidates reading (apparently) prepared answers during the interviews this year. Hopefully this practice now seems to have ceased.

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 them. 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, thus improving the performance of their candidates.

**Entry Level Certificate
2421, 2422 (Specification Code 3988)
January 2007 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

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

**General Certificate of Secondary Education
2401, 2404 (Specification Code 1988)
January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2401 F	Raw	60	n/a	n/a	n/a	47	39	32	25	18	0
	UMS	83	n/a	n/a	n/a	72	60	48	36	24	0
2401 H	Raw	60	51	45	39	33	27	24	n/a	n/a	n/a
	UMS	120	108	96	84	72	60	54	n/a	n/a	n/a
2404	Raw	40	35	31	27	24	19	15	11	7	0
	UMS	80	72	64	56	48	40	32	24	16	0

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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