GCSE

Geography

General Certificate of Secondary Education (Short Course) **J085**

Examiners' Reports

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General Certificate of Secondary Education (Short Course)

Geography (J085)

EXAMINERS' REPORTS

Chief Examiner's Report

General Comments

In this new specification candidates are required to complete a Controlled Assessment unit as well as a question paper based on Rivers and Coasts and Economic Development.
There was the requirement to apply controlled assessment regulations on levels of control. Centres had to produce work on tasks for the Fieldwork Focus provided by the examination board rather than their own fieldwork titles. Centres are reminded that these tasks, along with those of the Geographical Investigation, will change each year and centres need to be aware that the titles correspond to the year of submission, which may not be the same as when the task was undertaken. Centres also had to decide upon their individual approach to Geographical Investigation.

The Key Geographical Themes examination is based on two units of the full GCSE specification J385, namely Rivers and Coasts and Economic Development. Centres may enter candidates at either the foundation or higher tier of entry.

The varied nature of the assessments allowed all candidates to demonstrate their strengths and there were some excellent examples of high-calibre geography. Many centres have obviously put a great amount of time and effort into preparing their candidates and they are to be commended on this. However, there was evidence that a minority of centres were entering candidates for assessment in Years 9 or 10. Whilst this is acceptable, it is worth bearing in mind that that the assessment is focused on the ability of a 16 year old student. There was evidence that some candidates were not fully prepared for the Geographical Enquiry or terminal examination with basic flaws in approach and examination techniques.

With all the changes, centres need to study the reports of the various assessment components carefully as they give many pointers to how candidates, in general, may improve their chances of success.

A771 Geographical Enquiry

In this fourth session for entry for this new specification for controlled assessment, there has been a combined entry of nearly 500 centres and over 21000 candidates for the short course and GCSE – a significant increase on January of this year and June of last year.

Administration by centres continues to improve, but there are still difficulties with a few centres' email addresses. Some centres did not use the official assessment grids or did not complete them fully with candidate numbers. It is essential that this is done and that the two assessments for each candidate are securely put together. Moderators appreciated the centres who annotated the assessment grids as it allowed them to see where credit was given for the various objectives. Some centres incorrectly submitted their entries via the OCR Repository but subsequently sent their work by post – it is important that all centres check how they submit their work.

The Enquiry involves centres selecting one Fieldwork Focus title from four and a choice of 18 titles for the Geographical Investigation. The Fieldwork Focus titles were all selected but the majority chose the coasts title. The majority of centres split their chosen title into several appropriate key questions and this provided a focus for primary data collection, analysis, and making substantiated conclusions and evaluations. Most centres selected one or two titles for their candidates to research in the Geographical Investigation. The favourites were Stadia, Gun crime, National Parks, F1 and sweatshops. Some centres allowed a free choice. The vast majority of candidates chose to write a research report, while others did a PowerPoint presentation, booklet/poster or even an oral interview. A few centres provided some sources for their candidates and the vast majority allowed candidates access to the internet for their research which was recorded in a diary. Most centres used ICT extensively in both their fieldwork and reports for research and presentation of their work. This allowed some centres to submit their work electronically using the Repository.

The standard of marking was mixed as one might expect for a new specification with a significant number of centres being over generous in marking both components. The majority of centres did mark close to the nationally agreed standard as they had attended INSET or had looked at OCR examples and fully understood the requirements of controlled assessment. There were some adjustments in a downward direction and some in an upward direction. The reasons for these changes were many and are mentioned below. The Fieldwork Focus on the whole was marked closely to the assessment criteria. Centres that did not were those that did not split the title into key questions, provide a methodology table, collect sufficient primary data or present it in a variety of graphs. Some candidates did not locate their study area on a map, or show where data had been collected. These candidates analysed their findings in a superficial manner and did not give any reasoning. Many candidates did not annotate photographs. There were some excellent examples of candidates who had combined maps, photographs, graphs and their analysis on one page. They also made substantiated conclusions by returning to their key questions. Some centres used their methodology tables to help candidates evaluate their methods and make realistic suggestions to improve their enquiry.

The Geographical Investigation was marked more closely to the assessment criteria. A significant number of centres encouraged their candidates to write a thought shower to help them identify key questions and give their report a logical structure. Once again the majority of centres continued to insist on a research diary and the best had candidates acknowledging sources and evaluating their validity, often in a table. They also acknowledged images directly and linked them with a numbering system to their bibliography. There were some excellent examples of speech bubbles being used to express the views of different stakeholders. High level candidates once again made substantiated conclusions, looked to the future where appropriate and had researched sources extensively. Candidates need to include images, maps,

quotes, diagrams or graphs. They must also acknowledge their sources and include mention of stakeholders.

In both assessments one common problem was the word count which in some centres was exceeded significantly. However, many centres recognised this in their annotations of individual candidates on their assessment grids. High level candidates only selected a manageable number of key questions within the word count limit. This allowed them to be focused and be precise and succinct; centres need to ensure that candidates are encouraged to do this.

Overall there continues to be an improvement in the quality of the work produced and it was very encouraging to see candidates enthusiastically take the opportunities offered, especially on their fieldwork on coastlines. They showed initiative, imagination and independence at a high level. It was also encouraging to moderate complete pieces of work, even from weaker candidates, where they had attempted all elements of the assessment. Centres need to read with care the comments included in their individual centre reports which will indicate where improvements could be made and where they needed to understand the needs of particular assessment criteria.

A772/01 (Foundation Tier)

General Comments

This examination paper was judged to be at an appropriate level of difficulty for foundation candidates. The clarity and quality of the Resource Booklet enabled most candidates to access the geographical resources and evidence to demonstrate their skills, understanding and knowledge. A wide range of performance and achievement was noted. The best candidates were well-prepared for the examination. They showed an awareness of examination technique, knowledge of exam question command words and followed the rubric to select their strongest two questions to answer. These candidates applied their sound geographical understanding to the question requirements and were able to formulate credible explanations. They selected relevant case studies and were able to apply their knowledge in a concise, relevant and focused manner. They also showed a clear understanding of geographical terms and specification specific vocabulary.

Key words and phrases affecting performance in the 2011 examination were:

Question 1: landforms, upper course, lower course, meander, erosion, deposition
Question 2: landforms, erosion, longshore drift
Question 3: measure of development, aid project, sustainable
Question 4: multinational companies, primary industry, location factors, economic activity

Less successful candidates were not as discerning in their choice of question. Their case study responses had generic rather than place specific knowledge. Lack of understanding of key words inhibited some responses.

Rubric error was an issue. Some candidates attempted all four questions and then crossed out one of each pair; this is not a good use of the time available during the examination.

Candidates must be reminded to answer one question from each section and not just the question parts they are most confident with.
In terms of knowledge and understanding of the specification themes, ideas about river flooding and the impact of coastal erosion were well-covered. Less secure were descriptions and explanations of landforms and processes in the Rivers and Coasts section.

In the Economic Development section candidates showed some understanding of how development can be measured. Very few were able to comment on aid in general and even fewer were able to describe a convincing LEDC aid project for their case study. Some understanding of the location of economic activities was shown linked to the Nissan Car Factory. Very few candidates could explain the location factors of a type of primary industry. Only a few candidates were able to give a convincing example of an economic activity that has damaged the physical environment.
In preparing candidates for future examinations:

- Candidates should practise reading examination questions and selecting their best two under examination conditions.
- Candidates should be familiar with commonly used command words, such as *describe* and *explain*, and how they indicate the thinking required for a successful response. They should be encouraged to look for and underline command words during the examination.

Short, sharp, focused answers should be given to the skills questions. This reduces unnecessary writing time.

Candidates should be aware of the two types of four-mark questions. For open questions which do not require a specified number of responses, four basic ideas can achieve full marks. For questions which specify two responses, each must be developed with detail to gain full marks. Candidates could highlight the word 'two' for such questions.

Candidates should be aware of the requirements of the eight-mark case study question. A relevant example is needed, with correct information supplied for each section of the question. Accurate place-specific detail is needed to secure full marks. Examiners mark online and the internet is used to check the validity and accuracy of unusual and unexpected case study examples to ensure credit is gained as appropriate.

In addition to the eight-mark case study question, there will usually be a two-mark knowledge recall question. This will usually involve the definition of a key geographical term. Candidates can underline key geographical words in these and four-mark questions. Specification theme glossaries are useful for developing and reinforcing understanding of the meanings.

Comments on Individual Questions

Section A – Rivers and Coasts
Question 1

(a)   Most candidates managed to score marks although OS map reading skills proved to be a challenge for some. Many candidates were not able to identify the correct number of the A road shown in the aerial photograph for part (i). Some candidates gave the number of the road as 'one'. Most candidates successfully identified the correct grid square in (ii) and most were able to give the correct direction in part (iii).

(b)   Most candidates were able to score at least one mark by naming or describing the obvious meander shown in Fig. 1. Very few candidates went on to describe other evident landforms such as the floodplain, tributary or river mouth. Many candidates lacked understanding of the term 'landform' and gave descriptions of land uses shown in Fig 1.

(c)   A few candidates were able to use their knowledge of river landscapes to describe the landforms associated with the upper course of a river. Waterfalls were common along with V-shaped valleys and interlocking spurs. Some candidates then described the processes linked to waterfalls. This proved to be a waste of valuable time. Most candidates did not understand the term 'upper course' by incorrectly describing the 'upper' part or background of the photograph Fig.1. Many candidates chose to describe land uses again showing a lack of understanding of the term 'landform'.

(d)   Just under half of the candidates were able to name a meander as the correct term for a bend in a river. There were many incorrect spellings of this word. A higher proportion of candidates scored one mark for correctly identifying Y as the location of erosion and X for deposition.

(e)   Candidates who scored on this question were able to show or describe the connection between fast flow and erosion and slower flow and deposition. Few were able to link these ideas to the energy or power of the river and its inability to transport its load. Few candidates linked high energy to erosion with even fewer able to mention relevant erosion processes to support their answers. The most popular misconception was that erosion occurs on the inside of a river bend and vice-versa for deposition.

(f)   Some very good case study answers were seen. The Boscastle flood of 2004 was by far the most common. Other valid recent UK examples were also given such as Carlisle and York. Other 'local' examples were given and checked by examiners using the internet to assess their validity. Some of these examples could be the result of well-managed field visit studies. Bangladesh was also a popular, high-scoring choice as an example of larger scale flooding.

         Many accounts of the effects of the flooding were stated in general terms or were weakened by incorrect ideas, such as people being killed at Boscastle. The better responses included place-specific information with accurate impact data such as the extent and cost of damage, flood levels or fatalities. Flood management methods were again described in general terms although some were clearly linked to the chosen example. Channel modification, bridge changes and moving the car park were good place specific ideas for Boscastle.

Question 2

(a)   Most candidates were able to find the grid squares and identify at least one correct coastal feature.

(b)   Most candidates were able to identify and name at least one coastal landform shown in the photograph of Saltwick Bay (Fig. 2). The stack, stump and cliff were the most common. Some candidates did not understand the word 'landform' and gave answers such as 'erosion' and 'deposition'.

(c)   A few candidates were able to name and describe relevant coastal erosion processes. Most common were hydraulic action and abrasion/corrosion. Some candidates gained two marks for naming valid processes but were unable to describe them or gave incorrect descriptions. Some candidates repeated the word erosion without any clear ideas about how the process operates.

(d)   Most candidates scored at least one mark by describing how hard rock would be more difficult to erode or vice-versa with softer rock types. Some candidates developed their answers with reference to specific rock types such as granite, chalk, limestone and boulder clay. Only a few candidates were able to link differences in rock type to coastal landforms such as headlands and bays and processes such as cliff slumping.

(e)   Most candidates produced a diagram with a characteristic zig-zag pattern for longshore drift. The accuracy of the arrows was needed for further marks and correct coverage of swash and backwash were needed to secure full marks.

(f)   Some good case study responses were seen. All the examples given were UK based with the coastlines of Holderness, Norfolk and Dorset featuring most prominently. Examiners also checked the validity of some unusual examples which again could be the result of well-managed field visits. The effects of coastal erosion were often expressed in general terms with impact on landforms and property both being valid. Examiners also checked the validity of the management methods given for the chosen place example. Many were general accounts of sea walls, rip-rap and groynes.

Section B – Economic Development.
Question 3

(a)   Nearly all candidates were able to read the HDI map to score three marks.

(b)(i)   Nearly all candidates were able to define life expectancy, fewer were able to state that it was an average measure.

(b)(ii)   Just over half the candidates scored two marks. The most common reasons for higher life expectancy were linked to health care, diet and access to clean water.

(c)   Only a few candidates were able to offer credible measures of development. Those linked to wealth such as GNP and GDP were the most common. Some candidates focused on birth rate or and/or death rate. Very few candidates were able to either describe what was measured or explain how this indicated a country's level of development.

(d)   Just under half the candidates scored marks on this question. The most common response was to cite Mali as needing aid due to its low HDI score. A few candidates suggested how low HDI scores could indicate need.

(e)   Most candidates who scored focused on emergency or relief aid for this question. Saving lives was the most common idea for a benefit. Problems of dependency were hinted at as a problem associated with aid to LEDCs. Very few candidates saw the longer term benefits of aid to support the development of health care, economic activity and education in LEDCs.

(f)   The African continent was the focus for LEDC aid projects as a case study. The best responses named a country and described a credible aid project – those linked to goats and water supply were the most common. The description of features usually covered provision of goats or training of recipients to manage the project themselves. Some candidates commented on the economic and social sustainability of the aid project by linking education and training to future long term operation and success. Few candidates considered resource management for the future or other environmental sustainability criteria. Many candidates failed to attempt this question or failed to gain marks as their answers were about the fund-raising activities of aid charities such as Comic Relief. The exceptions were those who described how money raised was spent e.g. anti-malaria nets. A few also commented on the unsustainability of dependence upon aid charity donations.

Question 4

(a)   Most candidates correctly identified the car manufacturing photograph as an example of a secondary economic activity. Just over half the candidates were able to offer a basic explanation of why. Some candidates wasted time by writing detailed accounts, ignoring the limited space and only 1 mark being available.

(b)   Most answers commented on the large size of the buildings in Fig. 12, few covered the shape and layout. The road network, flat land and space for a large industry were common location factors. Those who wrote about being near to workers' housing were not credited.

(c)   There were a few exceptional answers which covered access to European Union markets and the avoidance of trade tariffs. Basic responses were about the UK being wealthy enough to buy the finished products.

(d)   Some candidates misread the question and wrote about the benefits of LEDC investment for multi-national companies, such as cheap labour. Relevant ideas focused on employment with job creation and pay being the most common benefit and low pay the most common problem. Some candidates also wrote about environmental pollution caused by MNCs.

(e)   Farming was the most common response but there were vague ideas about climate and soil. Some candidates wrote lengthy descriptions of how the farm operated or its outputs.

(f)   A few good responses were focused on recent examples such the BP oil spill in the Gulf of Mexico and radiation leaks from the Fukushima nuclear power plant in Japan. The operation of Coca Cola in India was another successful example. Descriptions of the main features tended to be about the outputs of the economic activity. Ideas about damage to the environment were basic and focused on pollution and its impact on wildlife and/or human populations.

A772/02 (Higher Tier)

General Comments

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

Where case studies were on familiar topics candidates scored well. This was evident in questions 1, 2, and 3. However, where case studies were not so well-rehearsed, as in question 4, answers were sometimes inappropriate or lacked detail. Most candidates selected appropriate case studies which they had learned in detail. This included some weaker candidates for whom the case studies were the best answers. For some candidates the challenge was to select the appropriate detail to use in answering the specific question. Some candidates sometimes decided to write all they knew about the case study, whether it was relevant or not.

Candidates needed to pay attention to the key words such as 'geology' (Q2) and 'distribution' (Q3).

Three particular areas of examination technique which candidates may improve upon are as follows. Many candidates did not do as well on the questions which tested simple OS map reading skills as they did on the paper in general. Centres should give their candidates the opportunity to revise and apply basic map interpretation skills which they have learned. Candidates drew some excellent annotated diagrams and then repeated the same answer in text beneath. Candidates do not have to do both. There are opportunities in each question for candidates to develop answers, and in some questions they are instructed to do so. Candidates need to consider how they might do this when the opportunities arise.

Q1 and Q2 were equally popular. Q3 was overwhelmingly more popular than Q4. There was little evidence of any attempt to evaluate questions before starting to answer them or to make rough plans for answers. Candidates are advised to read through the whole paper before they begin their answers in order to pick out their best-known topics to start with. Also they should plan their answer in order to check relevance to the question before it is too late.

Very few candidates infringed the rubric requirement. Time management was not a major issue for candidates who completed all their answers. Some candidates lost marks by misreading or misinterpreting sections and consequently writing irrelevant answers. For example, they explained how tertiary industry affects the economy and environment in Q4.

Although the examination system is perpetual it must be remembered that in each year the examination is a unique experience for that group of candidates. Consequently the following advice may be useful to candidates about to embark on their final preparation for their 2012 examination.

- Obey the rubric instructions;
- Read each question carefully;
- Pay particular attention to key words which are often emboldened, also 'command' words and words which set the context or scale of the answer;
- Recognise any change of emphasis within the question focus;
- Recognise that questions are usually based around a theme which will provide a link between sections;
- Do not repeat the same answer in different sections – such answers do not gain double credit;
- Be precise when using information from maps, graphs and diagrams;
- Relate questions to examples and identify appropriate case studies which have been learned;
- Learn the details of case studies to give them authenticity;
- Use the number of marks available for a section as a guide to the number of points needed;
- Develop ideas and extend answers in order to increase the marks which can be awarded;
- Re-read and check the answers if there is time at the end of the examination.

Comments on Individual Questions

Question 1

(a)(i)   Most candidates identified the road correctly as the A171. An error made by some candidates was to read the number of the road from the map key, hence giving the incorrect answer of A470. Other candidates identified the A169 which was not shown on the photograph.

(a)(ii)   Many candidates correctly identified the six figure grid reference. Where candidates gave an incorrect answer they showed a lack of understanding of the technique of identifying a location through a grid reference. Locations which were outside the area of the map extract were even suggested. A small number of candidates incorrectly gave four figure grid references.

(a)(iii) This was a challenging question which tested the ability of candidates to use the map scale accurately. They were helped by being given four possible answers, but the distracters were all chosen by a significant number of candidates.

(b)   Candidates answered this question well by making good use of the photograph to identify a range of features, both from the river and its valley. Features most identified included meanders, river mouth, lower course and flood plain. Many candidates also scored marks for their descriptions of land use in and around the river. A feature of good answers was the use of terminology, such as tributary and confluence. Unfortunately a few candidates wrote that tributaries were 'going off' the river. Errors which characterised weaker answers included reference to the river flowing away from the sea, meanders were sometimes confused with interlocking spurs, and the valley was described as 'V shaped'. Some candidates incorrectly focused on river processes such as erosion and deposition. Some also stated that the river is 'fast flowing' which cannot be determined from the photograph.

(c)   Many candidates scored both marks available for this question. The most common correct answers referred to speed of flow, width of the river, and features associated with the upper course of the river such as waterfalls. Some candidates did not understand the term 'upper course' and described it as being a largely built-up area. These candidates appeared to be confused about the direction of flow of the river

which starts at the sea and flows into tributaries. Some candidates were confused by the question and focused their answer on the OS map itself by reference to map symbols. Other incorrect responses focused on how the area might now look different to how it is shown on the OS map, for example trees might have been cut down and the meanders would be wider.

(d)   Candidates answered this question in different ways. Some chose to focus on the original formation of a meander whilst the majority concentrated on the processes which develop the feature. Many candidates included well-labelled diagrams or a series of diagrams as part of their answer, and some candidates scored all marks on their diagram. A few candidates were unsure where the processes or erosion and deposition take place on a meander. Weaker answers stated that a river had to flow round obstacles but did not expand on the idea. Also some candidates thought that the woodland was a major obstruction to river flow. Finally some candidates focused on the formation of an ox-bow lake rather than a meander.

(e)   The processes of river transport were well described by many candidates, who were able to name and briefly describe appropriate methods. Some candidates did not match up the name of the process with the correct description or omitted the name, but they still scored half marks. All four transport processes were included in answers given by candidates. Incorrect answers usually referred to erosion processes or occasionally deposition.

(f)   Many candidates had learned a detailed case study. Although many different examples were used, the most commonly described river management schemes were the Valency, Thames, Ouse, Eden and Severn in the UK. Also the Mississippi, Rhine and the three rivers which flow through Bangladesh were used as examples from other countries. The name of a town where flooding has occurred was accepted as an alternative to the name of the river. Some candidates did waste time describing the causes and effects of flooding which were not required by the question. Management strategies were usually better described than the explanation of their sustainability. Some candidates explained sustainability in words such as 'these measures will last' and 'these methods are quite cheap'. More developed explanations referred to why they will last or are quite cheap. A few candidates considered the economic, social and environmental sustainability of each measure which resulted in repetitive answers which gained little extra credit.

Question 2

(a)(i)   Most candidates correctly identified shingle. Some candidates incorrectly suggested that slag or spoil heap was a type of beach deposit.

(a)(ii)   Many candidates gave an answer within the accepted range or identified Beacon Hill as the highest point. A common error was to identify the 90 metre contour line as the highest point. A few candidates read 90 as 06 as that is how it appears on the map.

(a)(iii) Many candidates identified that the slope was steeper in grid square 9210. If candidates did not score this mark it was usually because they failed to make a comparison or compared height not slope.

(b)(i)   Most candidates correctly identified two pieces of evidence from the photograph. The most common answers were stump, headland, cliff and debris on the beach. Some candidates incorrectly explained why erosion might have occurred.

(b)(ii)   Many candidates answered this question well. They named and described two processes succinctly. The most common answers focused on hydraulic action and abrasion. Some candidates did not match the term with the correct description, but still scored two marks. Some candidates confused corrosion and corrasion. Incorrect answers included description of longshore drift and transportation, and weathering.

(c)   This was a challenging question which focused on geology. This term was not understood by a minority of candidates who focused their answers on processes such as longshore drift or erosion. Many candidates interpreted geology as differences in the resistance of rock. They focused on hard and soft rocks but weaker candidates did not develop this idea to relate the difference in hardness to landforms. Where candidates did relate resistance or rock type to landforms such as headlands and bays they achieved maximum marks. There were many excellent answers which described concordant and discordant coastlines with their associated landforms.

(d)   Whilst many candidates gave good explanations of beach formation the best answers related this process to the example from the OS map extract. Candidates approached this answer in different ways, some focused on constructive waves whilst others concentrated on longshore drift. Whilst the latter approach was more popular, longshore drift was not explained in detail by many candidates who did not refer to details such as the prevailing wind affecting the direction of swash. Answers which were not credited included the beach was artificial and made from material dredged from offshore.

(e)   Many candidates had learned a detailed case study. Many different examples were used from around the coast of the UK. The most commonly described coastal management schemes were at Holderness, Hengistbury Head and Pevensey Bay. The name of a town where management has occurred was accepted as an alternative to the name of an area of coastline. Answers focused on both soft and hard engineering strategies, with the best including at least three different methods. Management strategies were usually better described than the explanation of their sustainability. Some candidates explained sustainability in words such as 'these measures are expensive' and 'these methods will last longer'. More developed explanations referred to why they will last or are expensive. Better answers compared the different strategies in relation to their sustainability and gave details of cost.

Question 3

(a)(i)   Most candidates ranked the five countries in the correct order.

(a)(ii)   Most candidates recognised that the distribution of countries was concentrated in three continents and correctly named one of them. Many candidates had difficulty in describing distribution in more detail. Usually they scored a second mark by recognising that many of the countries were LEDCs. Few candidates made reference to the Brandt Line or North-South divide. Incorrect answers named countries but showed no understanding of the term 'distribution'.

(b)(i)   Most candidates suggested two ideas about how the measurements might show quality of life, but few were able to develop their ideas. Candidates often suggested more unconnected ideas. The most common suggestions were access to health care and to well-paid jobs.

(b)(ii)   Many candidates recognised that wealth did not always equate to quality of life and some answers gave illustrations of this mis-match. Candidates generally knew some quality of life indicators, but many did not include the idea that wealth is a measurement of money.

(c)   Many candidates described appropriate differences between sectors of employment in countries at different levels of economic development. However, they found it difficult to give reasons for these differences. This proved to be a good discriminating question. Weaker candidates showed no understanding of employment structure and wrote about differences in wages and level of education needed for different jobs.

(d)   The topic of aid was familiar to most candidates who showed good understanding of its disadvantages. Many different answers were suggested. Tied aid and loans were particularly well developed. Reliance on aid was most commonly suggested but not developed so well.

(e)   Many candidates wrote some excellent case study answers based on their learned example. A variety of aid projects was used as examples at different scale. The most successful answers were often about small-scale or specific projects such as Water Aid in Mali and Feedback Madagascar. Goat Aid was often well-described but that was not usually place-specific because it was described in Africa generally. A large-scale project which was used was the Akasombo Dam in Ghana. Many candidates emphasised the sustainability of the smaller-scale projects for the people it was aiming to help.

Question 4

(a)(i)   Most candidates identified that there were no workers in the factory and the assembly was being done by robots or machines.

(a)(ii)   Candidates who understood the term 'site' scored well on this question. Unfortunately many candidates confused site and situation so their answers contained a mixture of relevant and inappropriate evidence. The most common correct answers were large site and the flat land.

(b)(i)   Many candidates showed good understanding of multi-national companies and what attracts them to different countries. Some candidates wrote about what attracts these companies to LEDCs rather than the UK. They gained marks for factors which were common to both areas. The best answers included attractions such as access to markets for sales, skilled workforce or designers and government financial incentives to locate in the UK.

(b)(ii)   This was a challenging question through its focus on the local economy rather than just people. Weaker candidates mis-read or misinterpreted the question and wrote about effects on the environment. The benefit most usually suggested was work or jobs in the local area and better candidates developed this idea through multiplier effects. Candidates found more difficulty in suggesting a negative impact, with exploitation and job security the most common answers.

(c)   Many candidates did give an example of a tertiary industry, although some did choose a manufacturing industry. Some candidates incorrectly focused on how the industry affected the economy or environment, rather than a focus on how these affected the industry. The commonly suggested economic effects were related to market or customers and the presence of similar companies. Candidates had difficulty in suggesting an appropriate environmental factor unless their chosen industry had particular environmental requirements.

(d)   The case study gave candidates a wide variety of topics to choose from. In making their choice they should have been aware of the focus of the question and chosen their example appropriately. Many candidates chose the case study of Coca Cola production in India which gave better candidates a good opportunity to describe the effects of production on local water quality and steps taken to remedy the initial problem of water contamination and lowering of the water table. Weaker answers focused on the effects of this production on people and local farming which was inappropriate to the question. Activities which are well-suited to this question include logging, fishing, farming, mining and heavy manufacturing. Few candidates chose these as their case study.

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