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GEOGRAPHY 4370, MARK SCHEME

Paper 1F

Section A

1.   (a)   (i)   1 mark = Precipitation (accept snow and/or rain)   **(1)**

           (ii)   1 mark = sea (accept evaporation/ evapotranspiration/ atmosphere/ transfers of through flow and ground flow)   **(1)**

           (iii) 1 mark = soil   **(1)**

           (iv) 1 mark = run-off/ overland flow/ surface flow   **(1)**

     (b)   (i)   1 mark = discharge   **(1)**

           (ii)   Allocate 1 mark to each of:
- drawing/ labelling channel(s)
- drawing/ labelling watershed/ catchment area boundary   **(2)**

     (c)   (i)   Allocate 1 mark to each of:
- water depth/ height increasing (eg more water in channel)
- bank overflow or equivalent   **(2)**

           (ii)   1. Physical – credit (1 mark) any valid natural reason (eg heavy rainfall)
         2. Human – Accept mismanagement only (1 mark) or more specific (eg channel narrowing)   **(2)**

     (d)   No direct credit for named example

         Level 1:   1-2 marks: except basic reasons eg HEP, water supply. No direct credit for naming but without it Level 1 = maximum marks

         Level 2:   3-4 marks: expect development into explanation and for maximum marks developed reason(s) linked into case study example named.   **(4)**

2.   (a)   (i)   developed South = 1 mark   **(1)**

           (ii)   5500 = 1 mark   **(1)**

           (iii) 1 mark per valid effect eg
    1 – deforestation; covering of lava and ash.
    2 – evacuation; villages destroyed; living in makeshift camps.
    3 – roads damaged; airport lost; port of Plymouth unusable
    N.B. – Insist on responses in correct category for credit   **(3)**

           (iv) Allocate 1 mark to each of following ideas: evacuation from South; migrated to North or Overseas.   **(2)**

(b) Level 1   = 1 - 2 marks
                Expect a volcanic cone diagram. If labelled (eg vent,
                lava...) = top of Level 1.

     Level 2   = 3 - 4 marks
                Expect a plate margin diagram (constructive or
                destructive). If link to volcano formation explicit (ie
                labelling)= maximum
                Bottom of Level 2 if magma chamber shown   **(4)**

(c)   No direct credit for named example

     Level 1   = 1- 2 marks
                Expect listing of actions in a place non-specific way or a
                single action in context of a named volcano.

     Level 2   = 3 - 4 marks
                Expect actions relating to a named volcano. Two volcano
                specific actions elaborated = maximum marks.   **(4)**

3. (a) (i)   1 mark = Russia   **(1)**

        (ii)   Indonesia   60   11-12   29-28
               1 - 2 correct = 1 mark; all correct and total 100 = 2 marks **(2)**

        (iii) C = 1 mark   **(1)**

        (iv)   1 mark = much larger (or equivalent) in an LEDC   **(1)**

        (v)   1 mark = much smaller (or equivalent) in an LEDC   **(1)**

        (vi)   1 mark per sector. Credit all valid responses:
               1.   eg farmer, miner
               2.   eg factory worker, baker
               3.   eg doctor, shop worker   **(3)**

     (b) (i)   2 x 1 mark. Credit any valid factor eg drought; pests; poor
                transport.   **(2)**

        (ii)   1. 2 x 2 marks. Credit responses which deal with attempts to
                   reverse causes of shortage (eg locust eradication
                   programmes)
               2. Likely responses: irrigation, GM crops, fertilizers, increase
                   land area devoted to farming. 1 mark for stating valid
                   factor. 2nd mark for description (eg example) **(4)**

4. (a) (i)   1. 1 mark = Wiltshire
                   2. 1 mark = 3   **(2)**

        (ii)   Expect 'yes' but no direct credit alone, only if supported by
               valid reason.
               Yes, because 95.5% of UK average GDP per person = maximum.
               Accept other reasons (eg 4 countries below UK average) and
               'no' if reasoned.   **(2)**

(iii) Look for 2 valid points for maximum eg
- 2 clusters (1 mark)
- Lower...to West (1 mark)
- Above UK average to East (1 mark) **(2)**

(iv) Expect for 1 mark each:
- industrial decline (accept both industries as distinct)
- remotest from London

Accept geographically sound alternatives not directly on map.

(2)

(b) 3 x 1 mark.

Expect distinctiveness and not GDP equivalents (low income, poverty ...). Likely responses: dereliction, depopulation, deprivation, lower life expectancy...Credit all valid features. **(3)**

(c)   Insist on LED area outside UK, either MEDC or LEDC

Level 1   = 1 - 2 marks. Expect either short list related to a named area or a loose reference to FDI, inflows from rich region.

                = 3 - 4 marks

Level 2   Expect details for a specific area (eg as shown for Devon and Cornwall on Figure 4) **(4)**

5. (a) (i) 1 mark = 2002 **(1)**

(ii) 1 mark = origin/ where they leave from or equivalent **(1)**

(iii) Allocate 1 mark to each of:
- definition of forced (eg life at risk)
- definition of voluntary (eg economic, trying to improve life)
- linking refugees to forced, either explicitly or implicitly (eg war) **(3)**

(b) 2 x 1 mark

Expect clarification of meaning of asylum for maximum eg personal safety and security (2nd mark). Other mark for prosecution/ war... or legitimate pull factors (1 mark). **(2)**

(c)   1. 1 mark = disadvantages/ costs. Negatives that...accept that push people 'out' of a place. 1 mark for any valid factor eg poverty...

  2. 1 mark = advantages/ benefits/ positives/ attributes that... accept any that pull people 'in' to a place. 1 mark for any valid factor eg education facilities. **(4)**

(d)   No direct credit for named migration

Level 1   = 1 - 2 marks

                Expect either short list of reasons related to a named migration or generic reasons unrelated to any one flow.

Level 2   = 3 -4 marks

                Migration must be named and reasons related to it. Expect either a few developed reasons or more stated-only reasons. **(4)**

6. (a) (i) 2 marks = full definition (eg an area of unlawful, makeshift housing). 1 mark for unlawful, squatting idea.
1 mark for makeshift, cheap materials, spontaneous etc. idea. **(2)**

(ii) 1 mark = movement of people into the city. **(1)**

(iii) For each of two locations:
No direct credit for location
2 marks = expect a valid, developed reason for the choice (eg unused land that migrants first came across).
Accept 2 reasons for maximum.
1 mark = loose, undeveloped reason (eg empty space). **(4)**

(iv) 1 mark = valid factor (eg crowding; clearing out programme by Government)
2 marks = development into a reason eg exploration; reference to both B and A/ C **(2)**

(b) 2 x 1 mark = credit up to 2 valid features eg tall buildings, shops/ offices, high pedestrian counts **(2)**

(c) Insist on MEDC RUF ie shopping, commercial and industrial on Greenfield sites or suburbanisation and urban sprawl.
Level 1 = 1- 2 marks
Expect descriptive points
Level 2 = 3 - 4 marks
Expect reasons for changes (eg space, access...) though bottom of Level 2 (3 marks) for strong description only (eg an example). **(4)**

Section B

7. (a) (i) 1 mark = rising (or equivalent).
0.6°C from Figure 7a not necessary **(1)**

(ii) 1 mark = global warming **(1)**

(iii) 1 mark for carbon dioxide, methane or any other such gas. **(1)**

(iv) 2 x 1 mark
increasing
climate change **(2)**

(b) (i) 2 marks = full definition (eg heat radiated from Earth's surface – 1 mark – trapped by gas/ cloud – 1 mark) **(2)**

(ii) Allocate 1 mark to each of the following:
• strengthens greenhouse effect
• more radiation trapped
• more heat close to Earth
Maximum marks for response presenting this as a linked process. **(3)**

(c) (i) Allocate 1 mark to each basic process ie
- burning releases CO_2
- general removal reduces photosynthesis
3rd mark available for developing either process. **(3)**

(ii) 1 mark for other CO_2 contributor eg traffic exhausts, electricity generation. **(1)**

(d) Level 1 = 1 - 2 marks
Expect basic points about the Kyoto Agreement (eg cut O_2 emissions, international, reference to basic process)
Level 2 = 3 - 4 marks
Expect either a sound description of the Agreement (eg quotas, excludes LEDCs) or some response to the explanatory part (eg USA biggest polluter, its warming contribution).
Level 3 = 5 - 6 marks
Expect sound description and some explanation of the USA problem. **(6)**

8. (a) (i) Production (ICT Services); ICT Services (production); factories; an export boom; nine.
5 x 1 mark **(5)**

(ii) 1 mark = global shift. **(1)**

(iii) Allocate 2 marks to China, and 2 to India. For each country, allow the 2nd mark for development or further point eg China: export boom; manufactured goods; markets in MEDCs
India: invisible exports; foreign earnings; MEDCs. **(4)**

(b) (i) 2 marks = full definition (eg large company operating in many countries). Allocate 1 mark to large/ powerful/ MEDC-based idea; 1 mark to inter-/ trans-/ multi-national/ global coverage idea. **(2)**

(ii) 1 mark for any valid advantage (eg jobs; investment; technology; improved infrastructure).
1 mark for any valid disadvantage (eg profits flow to HQ country; local people rarely senior managers). **(2)**

(iii) Level 1 = 1 - 2 marks
Expect basic reasons (eg cheaper; new markets) stated.
Level 2 = 3 - 4 marks
Expect some explanation of at least one factor (eg labour intensive – means lower labour costs)
Bottom of Level 2 (3 marks) for long list of valid factors (eg global coverage)
Level 3 = 5 - 6 marks
Expect explanation of at least two factors or a detailed case study response based on one factor in one country. **(6)**

9. (a) (i) 1.   1 mark = Algeria
             2.   1 mark = France   **(2)**

       (ii)   2 marks for full definition ie % of adults (1 mark provided 2nd part given) able to read and write (1 mark).   **(2)**

       (iii)   Allocate 1 mark to each of the following:
- higher welfare to North and vice-versa to South
- an example of an indicator from Figure 9a table to illustrate (eg fewer patients per doctor in Europe).   **(2)**

       (iv)   1 mark = Israel. Accept Turkey.   **(1)**

     (b)   No direct credit.
         Level 1   = 1 - 2 marks
                   Expect vague comments with limited geographical range (eg naming rich region; N – S divide...)
         Level 2   = 3 - 4 marks
                   Expect a pattern or trend to emerge with some naming of regions and some specificity re human welfare indicators (eg unemployment higher in...)   **(4)**

     (c)   (i)   3 x 1 mark. Expect distinctiveness. Understanding of example as in Figure 9b fine (eg food; skills and knowledge; money; shelter...) Accept responses offering types of aid as eg short-term, long-term, multi-lateral, bilateral, tied...   **(3)**

            (ii)   1.   Credit valid name with 1 mark eg UN aid agencies or NGOs. 2 marks for description.
                     2.   as 1.
                     1 mark if different type. 2 marks for description.   **(6)**

Paper 2H

Section A

1. (a) (i) Accept soil, rock, sea, ground, trees, atmosphere (1)

   (ii) through flow ie water transfer through soil; 1 mark to groundwater flow ie water transfer through rocks or equivalent. (1)

   (iii) Some infiltrates
   Output of water from basin in sea
   Any other transfer eg run off percolation; through flow/ ground water flow (1)

   (b) (i) Discharge (1)

   (ii) Drawing/ labelling channel (s)
   Drawing/ labelling watershed/ catchment area boundary (2)

   (c) (i) stated natural cause eg heavy rainfall...
   2nd mark can be for either 2nd factor (eg sitting, low banks..) or explanation of one causal factor. (2)

   (ii) Allocate 1 mark to each of:
   Mismanagement/ interference idea
   Stated human activity eg tarmac/ concrete surface...
   Explanation of previous or 2nd human factor (eg channelisation) (2)

   (d) Level 1   1-2 marks: expect generic responses perhaps unrelated to named schemes, or named scheme addressed in loosest of terms.
   Level 2:   3-4 marks: expect multi-purpose description of named scheme or one purpose only described and explained.
   Level 3:   5 - 6 marks: multi-purpose description and explanation of named scheme. (4)

2. (a) (i) Landscape:
   3 x 2 marks - 2 marks available: 1 for tree or lava/ ash comment about the North; 1 for similar comment about the South (eg lava and ash deforested South but left trees in North = maximum marks).
   Population:
   3 x 2 marks - 2 marks available: 1 for North comment and 1 for South comment. Comments to be about evacuation, village destruction or makeshift settlement.
   Transport:
   3 x 2 marks - 2 marks available: Comments to be about port, airport or roads with 1 mark reserved for North and 1 for South. N.B. Responses must be in correct category for credit. (6)

   (ii) 1 mark for immediate impact for (eg deforestation, road loss)
   1 mark for immediate impact for years to come (eg population size and structure; vegetation change...) (2)

(b) Level 1 = 1 - 2 marks
Expect a volcanic a simple constructive or destructive plate margin diagram showing implicit link to volcano formation. Accept correct written explanation only of process.
Level 2 = 3 - 4 marks
Plate margin diagram shows explicit formation of volcano. Labelling rather than annotation.
Level 3 = 5 - 6 marks
Formation process accurately explained using annotations. **(6)**

(c) No direct credit for naming example
Level 1 = 1 - 2 marks
Expect listing of actions in a place non-specific place way or a single action in context lf a named volcano.
Level 2 = 3 - 4 marks
Expect actions relating to a named volcano. Two volcano specific actions elaborated = top of the level (4 marks).
Level 3 = 5 - 6 marks
Expect detailed description, perhaps case study response. Candidates may distinguish between pre-eruption planning and post-eruption actions. **(6)**

3. (a) (i) 1 - 2 correct = 1 mark; all correct = 2 marks (plus 100 in total). **(2)**

(ii) Use examiner discretion. 1 mark credit for all responses within 1 mm of dot overleaf. **(1)**

(b) 1. 1 mark credit for all valid responses per sector eg miner; farmer.
2. factory worker, baker
3. doctor, shop worker **(3)**

(c) Allocate 1 mark to each of following:
LEDCs' large primary sector (or equivalent)
Secondary sector grows (at expense of primary as economy develops)
– latter: further mark
Swing to service (tertiary) sector (at expense of secondary in MEDCs) latter: further mark. **(4)**

(d) (i) Level 1 = 1- 2 marks
Expect listing of valid factors eg drought; pests; poor transport.
Level 2 = 3 - 4 marks
Expect explanation of one or more causes. Two explained causes: maximum. Maximum marks possible with detailed work on one cause. **(4)**

(ii) No direct credit.
1. 2 x 3 marks. Credit responses which deal with attempts to reverse causes of shortage (eg locust eradication programmes...) likely responses: irrigation; fn crops; fertilizers; increase land area devoted to farming.
2. 1 mark for stating valid factor; 2nd mark for description; 3rd mark for reference to named LEDC. **(6)**

4. (a) (i) Point mark (eg 4 x 1) through a second mark per point could be for development (eg 2 x 2). Likely points: 95.5% of UK average GDP per person, 4 countries below UK average, Cornwall only 71.2% of UK average, industrial decline. Credit use of data to answer question. **(4)**

(ii) Look for two valid points for maximum eg 2 clusters (1 mark), lower...to west (1 mark)
Above UK average to east (1 mark) **(2)**

(iii) 1. Allocate 2 marks to each reason with 1st mark for statement eg: industrial decline, remotest from London
2. 2nd mark for explanation. Accept geographically sound alternatives not directly on map. **(4)**

(b) 1. 2 x 2 marks with 1st mark for stating feature (eg dereliction; depopulation; deprivation; lower life expectancy...) and 2nd mark for description.
2. Credit all valid features. Expect distinctiveness and not GDP equivalents (eg low income; poverty...) **(4)**

(c) Insist on LED area outside UK, either MEDC or LEDC.
Level 1 = 1 - 2 marks
Expect simple reasons about their role eg spending; may be FDI or inflows from rich areas...comments may be generic, eg lowers unemployment...
Level 2 = 3 - 4 marks
Expect details of new investment and jobs moving into chosen area (eg as shown for Devon and Cornwall on Figure 4).
Level 3 = 5 - 6 marks
Expect ideas of spirals and cycles, GDP/ GNP, and understanding of development as production. **(6)**

5. (a) (i) Allocate 1 mark per valid point eg increased; size of increase (eg 12 times greater); different sources. **(2)**

(ii) Allocate 1 mark to each of: definition of forced (eg life at risk), definition of voluntary (eg economic; trying to improve life...), linking refugees to forced. **(3)**

(b) (i) 2 x 1 mark - Expect clarification of meaning of asylum for maximum ie personal safety and security. Other mark for persecution/ war. **(2)**

(ii) Point mark each concern (eg racial tension; false initial perception...) up to maximum of 3 marks. Credit development of stated concerns ie explanation, examples... **(3)**

(c) (i) Allocate 2 marks to push factors: 1 for meaning and 1 for example/ illustration. Allocate 2 marks to pull factors: 1 for meaning and 1 for example/ illustration. **(4)**

		(ii)	No direct credit.	

(ii)   No direct credit.

Level 1   = 1 - 2 marks
Expect either short list of reasons related to a named migration or generic reasons unrelated to any one flow. Lacks structure of model.

Level 2   = 3 – 4 marks
Response has model structure but lacks depth (eg explanation) or range (eg unbalanced re push and pull). Related to named flow.

Level 3   = 5 – 6 marks
Depth and range and answered in case study fashion.   **(6)**

6.   (a)   (i)   2 marks = full definition (eg an area of unlawful, makeshift housing). 1 mark for unlawful, squatting idea. 1 mark for makeshift, cheap materials, spontaneous...idea.   **(2)**

         (ii)   Allocate 1 mark to each of: movement of people into city causes shanty town; mega – cities with many millions of peoples/ recent rapid expansion.   **(2)**

         (iii)   No direct credit for naming location.
For each location:
2 marks = expect a valid, developed reason for the choice (eg unused land that migrants first came across..). Accept 2 reasons for maximum
1 mark = loose, undeveloped reason (eg empty space).   **(4)**

         (iv)   1 mark = valid factor (eg crowding; clearing out programme by Government...)
2 marks = development into a reason eg exploration; reference to both B and A/ C...   **(2)**

         (v)   Allocate 2 marks to description as follows: 1 for clarifying 'spine' ie line; 1 for clarifying 'development' ie new economic activities; and 2 marks to location: 1 for road-side (or equivalent); 1 for advantage of such eg transport; access   **(4)**

     (b)   Level 1   = 1 - 2 marks
Expect use of Figure 6 on rural-urban fringe in LEDCS.

             Level 2   = 3 - 4 marks
Expect references to developments on rural-urban fringe in MEDCs. Descriptive points about shopping, commercial and industrial on greenfield sites or suburbanisation and urban sprawl.

             Level 3   = 5 - 6 marks
Expect comparison, examples and evidence of detailed developments.   **(6)**

Section B

7. (a) (i) Expect 'average world' temperatures for 1 mark. Global idea
essential. **(1)**

(ii) No direct credit for naming country.
2 x 1 mark. Validity of responses will depend on country
named. Examiner discretion eg Greenland: warms. UK: cools
and dries. **(2)**

(iii) 1 mark for carbon dioxide, methane, or any other appropriate
gas. **(1)**

(b) (i) 4 x 1 mark - 1 mark each stage:
1. incoming solar radiation;
2. absorbed by Earth;
3. re-radiation;
4. trapped by
or development of 1 or 4 with 2 and 3 combined. **(4)**

(ii) Allocate 1 mark to each of following: more greenhouse gas;
strengthens greenhouse effect; more radiation trapped; more
heat close to Earth; maximum marks for response presenting
this as a linked process. **(4)**

(iii) 2 x 2 marks with 1st mark for stating source (eg deforestation;
car exhausts; electricity generation...).
2nd mark for description. **(4)**

(c) 2 x 2 marks - 1 mark for outline explanation (eg cold climates -
heating demands). 2nd mark for developing explanation (eg cold
climates - heating demands - fossil fuels burnt in power stations). **(4)**

(d) (i) 1 mark for idea of threatened/ under pressure **(1)**

(ii) Level 1 = 1 - 3 marks
Expect basic points about the Kyoto Agreement (eg
cut CO2 emissions, international, reference to basic
process...).
Level 2 = 4 - 6 marks
Expect sound description of Kyoto and some
explanation of problem caused by USA reluctance ie
biggest polluter; its warming contribution; purpose
to be explicit: slow down global warming.
Level 3 = 7 - 9 marks
Expect sustainability to be addressed. 'Global
warming greatest threat to the world.' Without
Kyoto a changed future world? Sustainability can be
implicit and seen as global future's (rising sea
levels). **(9)**

8. **(a)** **(i)** Accept either data from one country or an aggregation of the two, eg export boom: value of Indian IT service exports... economic development: GNP growth 5 – 9% p.a. **(2)**

(ii) 1 mark – global shift **(1)**

(iii) Allocate 2 marks to China, and 2 to India. For each country, allow the 2nd mark for development or further point eg China, export boom – manufactured goods – markets in MEDCs... India: invisible exports – foreign earnings – from MEDCs.
(4)

(b) **(i)** 1. 2 marks available. Maximum marks for either two stated benefits (eg cheap imports; allows other specialisms to develop) or one developed benefit.
2. 2 marks available. Maximum marks for either two stated benefits (eg local employment) or one developed benefit. **(4)**

(ii) 2 x 2 marks. 1 mark per stated factor (eg modern transport, information technologies) 2nd mark for description. **(4)**

(c) **(i)** 2 marks – full definition (eg a large company operating in many countries). Allocate 1 mark to large/ powerful/ MEDC-based idea; 1 mark to inter-/ trans-/ multi-national/ global coverage idea. 1 mark answers likely. **(2)**

(ii) 1 mark for stating factor (eg jobs; investment; technology; improved infrastructure). 2nd mark for description.
1 mark for stating factor (eg profits flow to HQ country; local people rarely senior managers). 2nd mark for description. **(4)**

(iii) Level 1 = 1 - 3 marks
Expect descriptive points about TNCS, and their organisation (eg trade across world).
Level 2 = 4 – 6 marks
Expect comments on role of TNCs in encouraging rise of global economy (eg global supply chains...). Clarification of globalization / global economy expected.
Level 3 = 7 – 9 marks
Expect named examples and reference to importance (eg players). **(9)**

9. **(a)** **(i)** Allocate 1 mark to each of following: higher welfare to North and vice-versa to South, an example of Figure 9a table indicator to illustrate (eg fewer patients per doctor in Europe). **(2)**

(ii) Allocate 1 mark to each of the following: clarification of human welfare as quality of life, meaning of literary, understanding of health as good health, link between literary/ health and human welfare (eg difficult life if cannot read...). **(4)**

(iii) Allocate 1 mark to each of the following: anomalies eg Israel wrong side of line, broad eg differences between countries on same side, use of other indicators, differences within countries. Two of the above well developed = maximum. **(4)**

(b)   No direct credit.
Level 1   = 1- 2 marks
Expect vague comments with limited geographical range
(eg naming rich region, N-S divide...).
Level 2   = 3 - 4 marks
Expect a pattern or trend to emerge with some naming of
regions and some specificity re human welfare indicators
(eg unemployment higher in...).   (4)

(c)   (i)   Allocate 1 mark to each of the following ideas: giving of
resources, examples of resources (eg food, skills), from donor
(eg MEDC) to poorer recipient (LEDC).   (3)

(ii)   Level 1   = 1- 2 marks
Expect basic undeveloped reasons (eg sense of
humanity, trade prospectus...).
Level 2   = 3 - 4 marks
Expect development of reasons into explanation.
2 developed reasons = maximum. Bottom of Level
(3 marks) for long list of undeveloped reasons.   (4)

(d)   Level 1   = 1- 3 marks
Expect response to focus on nature of appropriate aid/
trade (eg technical assistance, intermediate technology,
fair trade).
Level 2   = 4 - 6 marks
Expect description of how, perhaps examples of
appropriate aid or trade have been set up in LEDCs.
Level 3   = 7 - 9 marks
Expect either appropriate aid and trade schemes
described or reference to why such schemes are more
appropriate for LEDCs (eg sustainability).   (9)

Paper 3

1. (a) (i) southerly
source
Indian Ocean / mouth
meander
55 km
5 x 1 marks (5)

(ii) Any 2 of:
Linear
Along rivers
Greatest area along River Tana
From north to south
along tributaries
A named settlement
One coastal area
other possible locations or descriptions as suggested by the map
2 x 1 marks (2)

(b) 2 correct plots - 1 mark
4 correct plots - 2 marks
Shading correct and shown in key - 1 mark (3)

(c) (i) 1 mark for **each** plotted line
1 mark for labelling plotted lines
1 mark for suitable scale shown on the y axis (4)

(ii) 1 mark simple repetition from the table
2 marks for development of ideas eg the severe floods in 1998 meant that there was too much water on the fields and the farmers were not able to plant the rice. (3)

(iii) 2 marks for limitations eg only data for 4 years , only one scheme looked at, other mark for reason why this limits the validity of the conclusions OR one limitation well explained. (3)

Total 20 marks

2. (a) (i) 1 Trawsfynydd
2 A 470 or A 470(T)
3 69/38
3 x 1 marks (3)

(ii) Clockwise from power station:
C
D
B
3 x 1 marks (3)

(b) (i) Number of visitors - 1
Distance - 70 km
2 x 1 marks (2)

	(ii)	Correct plot	**(1)**

(iii) Any four of the following (1 mark each):
None come from north / west
Most from SE
All from similar directions
More from towns near to centre
Any other relevant points
4 x 1marks **(4)**

(c) (i) 2 correct plots - 1 mark
4 correct plots - 2 marks
6 correct plots - 3 marks **(3)**

(ii) Level 1 = 1-2 marks
Sees positive correlation - people who travel
greater distances stay longer
Level 2 = 3-4 marks
Sees anomaly, uses figures as evidence to support
observations. Makes comments on the strength of
the relationship **(4)**

Total 20 marks

3. (a) Brief statement - 1 mark
Developed idea - 2 marks **(2)**

(b) Must be site that reflects the stated aim
3x1 for locational detail eg named rivers, settlements.
1 mark for collection point or points
A maximum of 2 if a cross section or a sketch is used instead of a
map. **(4)**

(c) Clear reasons that relate to the stated aim eg sampling, safety, road
junctions with traffic
2 x 1 marks **(2)**

(d) Each heading has a maximum of 4 out of the total of 6

Equipment:
More than pen/clipboard required for more than one mark

Techniques:
Credit annotated diagrams to maximum

Sampling:
An understanding of basic sampling techniques, one mark.
Clear application of sampling techniques to the fieldwork - to
maximum. **(6)**

(e) (i) Level 1   = 1-2 marks
                                Basic ideas eg using the same equipment, the same
                                person carrying out readings.

              Level 2   = 3 marks
                                The reasons why actions ensured that the date was
                                reliable eg why using the same equipment improved
                                accuracy   **(3)**

     (ii) Level 1   = 1-2 marks
                                Vague ideas eg asked more people, some concept
                                of how this would improve the collection needed to
                                reach the top of this level

              Level 2   = 3 marks
                                Clear appreciation of why the suggested
                                improvement would result in more accurate
                                collection.   **(3)**

Total 20 marks

GEOGRAPHY 4370, CHIEF EXAMINER'S REPORT

Paper 1F

General Comments

This first examination of the specification was successful. More candidates were entered for the Higher Tier, targeted at grades A* to D, than for Foundation Tier, offering access to grades C to G. Those who were entered for Foundation were generally entered for the appropriate tier. There were, however, several candidates who reached a standard well above that required for a C grade on this paper and who might have been better rewarded by taking Paper 2H.

The questions were generally well received by the candidates, and there was a good spread of marks with some scoring very highly and nobody achieving a very low score. Candidates who may have been more familiar with O level found the more structured and directed approach of IGCSE, with its Foundation Tier and answer booklet format, beneficial.

The 1 hour 45 minutes proved to be sufficient time for the paper. Indeed, unfortunately many candidates did not follow the rubric and used up time answering all three questions in Section B. This rubric offence needs to be discouraged for future sittings of this examination. It was pleasing that there were generally very few blanks and gaps on the scripts, including in the compulsory Section A. Candidates warmed to the accessibility of the paper.

Section A

Questions 1 and 2 - People and the natural environment
The Water (Question 1) and Hazards (Question 2) questions saw candidates making a good start to the paper. Candidates had clearly been well prepared on drainage basins and volcanoes. The one-word or short-answer parts in Question 1(a), (b) and (c) and in Question 2 (a) enabled most candidates to score highly. They were able to use the data provided effectively and bring relevant knowledge to the examination. Most pleasing was the willingness to draw valid diagrams in both Question 1(b)(i) and Question 2(b); their quality was frequently commendable.

The closing parts Question 1(d) and Question 2(c) not surprisingly generated a range in the quality of responses but the general standard was very satisfactory. Most appreciated the multi-purpose nature of dams and could refer to prediction technology and evacuation plans in volcanic areas.

Questions 3 and 4 - People and work
These two questions tended to be less well done than the two primarily physical geography Questions 1 and 2.

Question 3 created fewer problems for candidates than Question 4, though part (b) on LEDC food shortages generated few good answers. Ways of increasing supply ((b)(ii)) were frequently limited to loose generalisations; knowledge of schemes, especially located ones, was rare. However, part (a) was often reasonably well answered with candidates tackling the challenge of the triangular graph.

Question 4 in particular proved to be very challenging for candidates and it was clear that this was most candidates' lowest scoring Section A question. Parts (b) and (c) of Question 4 posed the greatest difficulties. Features such as deprivation, rundown buildings and depopulation were not known to the candidates whose answers tended to be vague and repetitive. Few candidates were able to name a suitable region, countries were more common, and few could identify the new developments there in (c).

Questions 5 and 6 - People and places.
Both these questions performed equally well; migrants and shanty towns are straightforward topics to which candidates could bring general knowledge and experience.

In Question 5 the parts where candidates had problems were in (a)(iii) where few referred to refugees, in (b) where the question was often misinterpreted for a broader one on migration, and in (d) where the named flow was frequently incomplete and the reasons behind it amounted to little more than a repetition of (c).

Question 6 responses, after a positive start in parts (a)(i) and (ii), tended to show a similar pattern of answer repetition in (a)(iii) and (iv); repetition of the loosest of reasons was a feature. Most candidates knew of two valid CBD features (part (b)) and some knew of rural-urban fringe developments in MEDCs. Candidates tended to score either 3 to 4 marks or zero marks in part (c).

Section B - Global Issues

Candidates should have chosen and answered only one of the three questions Question 7, Question 8 or Question 9; many unfortunately answered all three. Among those candidates who followed the rubric, Question 7 was considerably more popular than the other two. Candidates typically did not do as well on this section as on section A.

Question 7 - Fragile Environments
Part (a) proved to be a very accessible opener with many candidates achieving full marks. Clear knowledge and understanding of the greenhouse effect was not common, however; many candidates showed hesitancy and confusion about the process in their responses to (b). Few answers to (c)(i) identified the two ways in which deforestation contributed to strengthening the greenhouse effect; only the photosynthesis process tended to dominate most answers. Most candidates failed to get beyond Level 1 in part (d); answers on the Kyoto Agreement and the USA's attitude to carbon reduction tended to be superficial.

Question 8 - Globalisation
Generally, this question was slightly better answered than question 7. TNCs were well understood, as was their role in the global shift, though few correctly offered the term in response to part (a)(ii). Part (a)(i) scored well and most candidates got the basic idea of changing imports and exports in (a)(iii), though answers earning full marks were rare. Part (b) was well answered, though (b)(iii) discriminated effectively. Most candidates identified lower costs as the driving force with many developing their response sufficiently for Level 2 marks to be awarded. Some reached the top mark level by introducing other motivations, such as markets, or by using examples of TNCs to illustrate their location decisions.

Question 9 - Human Welfare

This was the least popular of the Section B questions and tended to score lower marks. Parts (a)(ii) and (b) frequently proved difficult for many candidates. Two-mark definitions of the adult literacy rate were rare; incomplete statements containing some truth were typical. Many candidates were unprepared for part (b); hardly any had a national case study at their disposal. Candidates did, however, use Figures 9a and 9b well to gain marks in parts (a)(i), (iii) and (iv) and in (c)(i). Candidates had clearly studied international aid organisations and were successfully able to name two such organisations in (c)(ii). However, high marks were not common because the organisations named did not always contrast and because answers often lacked detail.

Paper 2H

General Comments

This first examination of the specification was successful. Most candidates entered for this, the Higher Tier, targeted at grades A* to D. The majority of candidates seemed to have been entered for the appropriate tier. There were, however, a small number of candidates who might have benefited from the more structured and directed approach of the Foundation Tier paper (Paper 1F).

The 2 hours 30 minutes proved to be sufficient time for the paper. Candidates warmed to the accessibility of the paper. The best performances were outstanding in terms of both geography and written communication. It was encouraging to note that case study knowledge was generally evident but was sometimes insufficiently developed for the award of Level 3 marks.

Section A

Questions 1 and 2 - People and the natural environment
The Water (Question 1) and Hazards (Question 2) questions were the best answered pair in this section of the paper. Candidates had clearly been well prepared on drainage basins and volcanoes. They used Figures 1 and 2 effectively so that Question 1(a)(ii) and (iii), and Question 2(a)(i) enabled marks to be gained early on in the examination. Most candidates drew the distinction between throughflow and groundwater flow, pointed out links between aspects of the water cycle and identified comparative impacts of the 1997 Montserrat eruption.

It was pleasing to see valid diagrams being drawn for 1(b)(ii) and 2(b); the quality of many was commendable. The best offerings in 2(b) included both destructive and constructive margins diagrams. There was a tendency in 1(b)(ii) for Figure 1 to be copied though significant numbers did produce the diagram sought. Flooding as a topic seemed to be well understood and candidates coped well with the demands of 1(c). It was surprising to find how many candidates did not give discharge for 1(b)(i) and struggled trying to distinguish short-term from long-term effects in 2(a)(ii).

The closing parts,1(d) and 2(c), proved to be effective differentiators, especially the latter. Named examples of volcanic preparedness were known and a range of pre- and post-eruption actions was described in varying breadths and depths. Most appreciated the multipurpose nature of dams but there were fewer Level 3 quality accounts of a river management scheme (1(d)) than there were of volcano management schemes (2(c)).

Questions 3 and 4 - People and work
These two questions tended to be less well done than the two previous, primarily physical geography, questions.

Question 3 created fewer problems for candidates than Question 4. The triangular graph (Figure 3a) was comfortably handled, with candidates scoring freely in parts (a) and (b). Most were familiar with the development-sector model and responded positively to (c). Part (d)(i) generated some interesting responses on food shortages, suggesting some had been well prepared by their teachers. Explanatory reasons ranged from natural disasters such as drought and locusts to political influences such as MEDC-LEDC trading arrangements. Part (d)(ii) scored reasonably well but the attempts given were frequently generic and insufficiently of a case study nature.

Most candidates' mark profile took a dip on Question 4 (Development); the basic concept seemed to have been little grasped. Even Figure 4 was less well used than other pieces of data on the paper. The pattern of wealth was nearly always detected in responses to (a)(ii) but (a)(i) and (iii) were generally not well done. Supporting statistics were too infrequently quoted in (a)(i) and factors given in response to (a)(iii) were often lacking development into explanatory reasons. Part (b) produced little reference to valid features like dereliction and deprivation, but disappointingly vague and repetitive comments with too much of an LEDC focus. In some cases, no part (c) answer was given. Multiplier effect answers were sadly rare. Candidates did not respond well to this task.

Questions 5 and 6 - People and places
Both of these questions were answered generally at a thoroughly respectable level though Question 5 (migration) tended to perform slightly better. Migrants and shanty towns are popular topics at this level and the candidature showed pleasing understanding of the processes involved. The vast majority of candidates were able to distinguish between forced and voluntary migration in 5(a)(ii) though reference to refugees was sometimes missing. Part (b)(i) was often misinterpreted and became a general migration question with the concept of asylum not always evident. However, there were some interesting and empathetic responses to the difficulties of being an asylum-seeker in (b)(ii). The push-pull model was invariably well done in (c)(i). Relevant examples were frequently identified in (c)(ii) though explanations of the named flow often tended to be generic and worthy of Level 2 marks.

Question 6 generally started well on almost all scripts; the essence of shanty towns and the migration-shanty town-mega-city links were known and expressed in (a)(i) and (ii). Parts (a)(iii) and (iv) were characterised by a range of valid geographical suggestions about shanty town location. Figure 6 was used to good effect in this regard. Ideas such as demolition by the local authorities were also brought to the examination. The task on the 'development spine' shown on Figure 6 was generally not well done. The better answers made loose references to the main road and the idea of a CBD extension. Some candidates knew of recent rural-urban fringe developments in MEDCs and so could draw the contrast in (b) with LEDC rural-urban fringes.

Section B - Global Issues

All candidates obeyed the rubric and chose one of the three questions set in this section. Roughly three-quarters of the candidates opted for question 7.

Question 7 - Fragile Environments
Part (a) saw most candidates making a fruitful start, with (a)(ii) discriminating between those appreciating that global warming does not simply mean a hotter climate and those thinking that global warming equals higher temperatures only. The diagram completion and annotation task ((b)(i)) proved to be an excellent differentiator; only the ablest completed and annotated accurately. Almost all, however, demonstrated decent understanding of the stronger greenhouse effect process, and scored well in (b)(ii). Part (b)(iii) was invariably answered very well, though answers tended to be repeated in (c), missing the basic point of this question. The final question produced too many responses that dealt exclusively with the Kyoto Agreement and the USA's attitude to it. In general, candidates did not address sustainability and the environmental impacts of global warming events, such as coastal flooding, desertification and mass migrations.

Question 8 - Globalisation

Candidates opting for this question tended to start well by making good use of Figure 8a to answer (a)(i), and by showing a grasp of the basic idea of increased import and export volumes in (a)(iii). Surprisingly few identified the term 'global shift' in (a)(ii). In (b)(i) the benefits of the global shift to China or India were more evident than those to the UK. Most found (b)(ii) straightforward and were able to offer a range of valid factors from cost differences to the internet; regrettably, these were not always fully developed for the award of full marks. TNCs were well known, with parts (c)(i) and (ii) generally well answered, though (c)(iii) was not well answered. Vague, generalised responses which did not make the globalisation process/global economy idea clear, nor referred to other globalisation drivers, were typical.

Question 9 - Human Welfare

Part (a) questions referring directly to Figure 9a, ie (a)(i) and (iii) were often well answered. For example, the anomaly of Israel was frequently picked up by the candidates in (a)(iii). However, (a)(ii) and (b) were not well answered. In the former few were able to define human welfare in terms of literacy and health standards. Part (b) was generally poorly answered, but did generate some detailed case studies as intended. Development aid was well known and (c)(i) and (ii) saw many pleasingly sound answers. Generally, candidates understood the aid concept, were able to use Figure 9b to support this understanding and appreciated that aid donors benefit themselves by giving. Reasons of charity and humanity were also very evident in the scripts assessed. In response to the final question part, many candidates were able to write sensibly about how both aid and trade have changed and are changing in the modern world. However, few developed the idea of appropriateness, hence denying themselves access to Level 3 marks.

Paper 3

General comments

The option of a skills based paper as an alternative to coursework was successful and well received by both centres and candidates. Approximately two thirds of the total examination cohort was entered for Paper 3, which was common to both tiers. All questions were compulsory and the majority of candidates completed all sections of the paper. The 1 hour 15 minutes proved to be sufficient time for the paper.

The paper produced a good spread of marks. The structured layout of the paper and answer booklet provided support but allowed the more able candidates to achieve high scores. As well as allowing these high scores the paper remained accessible to those entered for Foundation Tier, none of whom gained a very low score. This indicates that centres had prepared their candidates well with the skills needed for this new style of paper.

Questions 1 and 2
Both these questions required candidates to use a variety of resources and geographical skills. Question 1 tended to be better answered by all candidates.

Question 1 started with straightforward, one word answers in (a)(i), which allowed the candidates to make a good start to the paper, with the majority obtaining full marks. A small minority were unable to use compass directions or scale measurements, which limited their responses. There were some detailed, well located descriptions of the flood prone areas in (a)(ii), with candidates demonstrating excellent geographical skills. In sections (b) and (c) many candidates showed the ability to construct graphs and the accompanying keys accurately. However, a small number selected scales which made it difficult to draw two line graphs in (c)(i). Section (c)(ii) required the use of resources to suggest why the development of a new irrigation scheme had failed to increases rice yields. Many candidates did not develop their answers beyond direct 'lifts' from the table, and this lack of explanation limited their marks. Better answers included an appreciation of the impact of both drought and flood conditions, as the following extract from a high scoring answer demonstrates:

'In 1998, severe floods happened. This would kill the crops with over watering. Year 2000 had a severe drought, this would mean the irrigation would not have any water to irrigate with, killing the crops.'

Section (c)(iii) was, in general, more poorly answered. Candidates found the concepts of identifying and explaining the limitations of the data collected very challenging, and few were able to develop their ideas beyond suggesting collecting data over a longer time period.

Question 2, as already stated, tended to produce lower marks. This was mainly due to lack of familiarity with Ordnance Survey maps, and a number of centres would be advised to ensure that candidates have a good basic understanding of map work skills. There were, however, some excellent responses to section (a) where full marks were obtained. Section (b), however, seldom resulted in high scores. The majority of candidates were able to identify the general pattern of visitors in (iii) but few were able to expand on their ideas. The following extract is from a high scoring response:

'The people in the southern cities like Bristol and Cardiff, although the distance is far away, still visit the centre. The closer cities, like Liverpool and Shrewsbury have more people to visit the centre, but the further away city in the east, Birmingham, had just one visitor.'

It was pleasing to see that the majority of candidates were able to complete the scatter graph in section (c)(i) accurately, and this skill had obviously been well taught by centres. Fewer candidates could draw detailed conclusions about the relationships shown by the completed graph, and Level 2 responses, such as that shown below, were relatively rare.

' From the scatter graph, one can perceive that as a person travels from a further place, that person would stay longer in the area. For instance, a person from 20km away stays one day while a person from 200 km away, he or she would stay for 12 days. Hence the relationship of the distance travelled and the length of stay is a positive correlation.'

Question 3
This question was designed to enable candidates to demonstrate the knowledge and skills gained from their own fieldwork investigations. It was pleasing to see that a number of centres had prepared their candidates with carefully planned studies based on valid geographical topics. However, a small number of centres would benefit from more focused investigations such as the origin and means of transport of raw materials rather than processes occurring in a factory.

In section (a), most candidates were able to give a clear aim for their fieldwork, and in section (b) some outstanding sketch maps, complete with scales, compass directions and detailed location detail were constructed. Candidates were less secure when explaining the reasons for selecting the data collection sites in section (c). The responses to (d) were, in general, disappointing. Only a minority of candidates were able to refer to the equipment used beyond mentioning pens and paper, and an even smaller minority had a concept of the meaning of sampling techniques. These are both important concepts which centres would be well advised to ensure are understood by their candidates. However, there were some excellent responses describing and explaining the techniques used. Section (e)(i) produced a variety of responses, with a number of answers being more developed than the Level 1 responses, which typically only gave repetition as a way to obtain more accurate data.

Section (e)(ii) was better understood by the candidates who could suggest a number of valid improvements for data collection. However, candidates did not always appreciate why the revised techniques would make the collection more reliable, and the extract below, from a Level 2 response, is unusual in developing this concept.

'Also due to the rain, we could not get to the top of the river and measure the speed there, because it was too slippery. So we could not obtain the average speed of the whole river and it would have been better if we collected the data on a sunny day.'

Paper 4 - Coursework

Introduction

This was the first year of the specification, and the coursework option, offered as an alternative to Paper 3, attracted an entry of approximately one third of the total candidates. There were entries from candidates from both the Foundation Tier (Option 2) and the Higher Tier (Option 4).

Administration

There were few administrative errors by centres, and centres are to be thanked for their contribution to the moderation process.

All work was submitted in simple lightweight folders which again assisted with moderation. Centres are requested to ensure that candidate's names, candidate numbers and centre numbers are written clearly on the front cover of the coursework rather than on an accompanying cardboard wallet.

Much of the submitted work was accurately marked. However, there were instances of centres being overgenerous or inconsistent with some criteria, and this caused some adjustment in the candidates' marks.

Candidates' performance

General

The choices of topic were all geographically relevant. Teachers had made great efforts to ensure that their candidates had access to appropriate areas for data collection, and there was also evidence that work had been designed to discriminate between candidates. Where care had been taken to structure the work, it was able to help candidates access the full range of marks in all the criteria.

Criterion 1 - Introduction and aims

It is essential that candidates have a clear aim for their study; in addition, candidates should be able to develop questions or hypotheses. For example, the following hypotheses were developed by a candidate investigating river channel characteristics:

'My hypotheses for my aims are as follows:
I predict that the steeper the gradient the mean velocity gets greater.
I predict that the higher the velocity the higher the hydraulic radius is.
I predict that as width increases the depth does as well.
I predict that the upper course of the river is where there is a greater discharge.
Discharge will increase with distance from the source.
I predict that the upper course is where there is a bigger and irregular bed load.
Bed load will become smaller and rounder as you move downstream.'
It is also essential that the intended sequence of work is established before data collection begins, especially when the investigation is based on group work. Some candidates failed to attain the higher marks in Levels 2 and 3 because they did not include a sequence of study.

In general, the studies were well located and there were a number of excellent, detailed hand drawn location maps.

Criterion 2 - Data collection

All the submitted work had a strong emphasis on primary data collection, and it was pleasing to see that the candidates had used a variety of methods to collect their information. All the work contained clear descriptions of the methods used to collect information. Explanation of the methods used to collect and record the data was evident in the majority of studies. However, only some candidates justified the data collection methods, and consequently a number of pieces of work did not reach Level 3. Where data collection was totally organised by the teacher, there appeared to be limited scope for candidates to be aware of why particular methods were used. Candidates may find this aspect made easier by the use of methodology grids, as in the example below, an extract from a methodology grid to explain the selection of questions for an urban questionnaire.

Question number	What it will show me
1	*Will show the age of the person that filled out the questionnaire. Using this along with the other data collected from the questionnaire it will be possible to see if there are any trends in where different age groups shop.*
2	*If I know where people live then it will be possible for me to spot trends affecting people from different areas.*
3	*This will show me what is the most popular mode of transport into the town centre and highlight the least popular mode of transport into the town centre and highlight the less popular, weaker ones which could be improved.*
4	*The town centre is large and is towards the top of the shopping hierarchy and therefore should be used mainly for comparison of goods. This question will provide data for this.*
5	*This question together with question 4 will show that people use the town centre about once a week because of its position in the hierarchy and the goods it sells. If it does not conform to the hierarchy theory then it may indicate a change in shopping trends.*

If centres adopt a methodology grid, it must be remembered that explanatory writing is necessary to justify and highlight the limitations of the methods selected for data collection. Only one centre showed an appreciation of these Level 3 requirements, and this omission prevented some candidates from obtaining the higher marks at this level.

Where candidates include secondary data, for example climate graphs, they should remember to state the origin of such data.

Criterion 3 - Data presentation

Candidates demonstrated some excellent data presentation techniques. These included digital photographs, field sketches, cross sections and flow charts, the majority of which included titles and keys and scales where appropriate. It was especially pleasing to see that both the field sketches and the photographs were annotated, and in some cases located. Many candidates used the wide variety of techniques required to access Level 3, although few were awarded full marks at this level.

The teacher-led nature of much of the submitted work limited the originality of presentation methods from a number of centres. Candidates should be encouraged to extend their range of presentation to several sets of data and located graphs and annotated photographs. Overlays of flow diagrams can be used to compare current data with that of previous years.

Very few candidates attempted to justify their selected methods. This could be rectified by the use of a simple table outlining the method of presentation with a brief justification.

Criterion 4 - Analysis and Conclusions
The majority of candidates were able to comment on their data to some extent. However, a number of candidates put a lot of effort into the data presentation but were only able to describe their data in a superficial way, and therefore could only access Level 1.

A number of candidates used statistical techniques such as Spearman's rank and the very able candidates were able to use such techniques to enhance their analyses. However, some candidates failed to understand the significance of their results and there the statistics were of little value.

Most candidates were able to offer some concluding comments. Candidates who were able to reach Level 3 returned to their original hypothesis or question and drew together the threads of their argument, as shown by the following extract:

'My hypothesis also stated that the discharge will increase downstream. My results proved my hypothesis. The reason that the discharge will increase is: as we travel downstream, tributaries join the river and this increases the discharge as the river nears its mouth.'

Candidates were able to comment on the limitations of their studies and to make valid suggestions for improvement. Weaker candidates tended to suggest that they might repeat their data collection or take a larger number of measurements. The better evaluations included a review of the processes of the study at all its stages.

Criterion 5 - Planning and Organisation
The majority of work was well organised in a logical manner, and many candidates attained Level 2. The best studies included diagrams and graphs that were integrated into the text, and made appropriate cross-references throughout the work. A small number of studies lacked pagination or contents pages and consequently the sequence of the work was difficult to follow.

Only a few pieces of submitted work contained bibliographies, and centres are urged to ensure that candidates acknowledge sources of secondary data.

A number of centres used ICT to present their entire studies, while others just used ICT to complete a graph or to present a digital photograph. It was pleasing to see that the hand written studies were easy to read and that great care had been taken to ensure legibility.

GEOGRAPHY 4370, GRADE BOUNDARIES

Grade		A*	A	B	C	D	E	F	G
Lowest mark for award of grade	Option 1 (1F, 03)	-	-	-	51	43	35	27	19
	Option 2 (1F, 04)	-	-	-	51	43	35	27	19
	Option 3 (2H, 03)	67	60	53	46	38	34	-	-
	Option 4 (2H, 04)	67	60	53	46	38	34	-	-

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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