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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

GEOGRAPHY

GCE Ordinary Level

Paper 2217/01

Paper 1

General comments

Following the style used in the examination in May 2005, all the questions on this paper were structured in a similar way to provide a common approach for candidates whatever the topic being tested. The main characteristics of the structure of each question were:

- Questions had an incline of difficulty, starting with relatively straightforward, resource-based tasks requiring brief responses and progressing to tasks requiring extended writing and the demonstration of detailed knowledge and understanding.
- Two different resources were used within each question, one within part **(a)** and the other within part **(b)**. Some tasks involved the direct use and interpretation of the resource whilst others used it to act as a stimulus to responses. However, marks were not awarded for the direct copying of sections of the resource.
- The final task involved extended writing and either required or invited candidates to demonstrate case study knowledge.

It is felt that this consistent style aids candidates and as this structure will be used in future examinations it is worth familiarising candidates with it. In particular, it is expected that candidates should, wherever possible, have knowledge of appropriate case studies to back up their generic knowledge and understanding. The syllabus is constructed in such a way that, wherever a Centre is located, there are likely to be opportunities to make use of local case study materials in many parts of the course and Centres are encouraged to make use of such case studies in conjunction with appropriate text book examples in order to provide a sound spatial balance for candidates during their course. A blend of small-scale, regional and national examples, within the context of the local area and from other countries, at different levels of economic development, is ideal. Candidates should be encouraged, wherever possible, to refer to real examples and include place-specific details in their answers. Where candidates develop their ideas they are likely to achieve a higher level of performance than listing simple points.

Overall the paper produced widespread differentiation. Therefore, when considering the full cohort of candidates, almost the entire mark range was achieved. As always, the level of understanding of the question requirements varied immensely between candidates as did their quality of written communication. Some candidates produced irrelevant answers to questions, as a result of misunderstanding the command words and specific requirements. However, as the standard of English was usually at least satisfactory, mistakes in interpreting the questions were mostly due to failure to read them carefully enough rather than to a lack of language skills. Excellent responses were seen to all parts of all questions. Whilst it is difficult to generalise, the following observations were made by several Examiners:

- Answers which were based on resources were generally clear and accurate, good use being made of all source materials. However, there were candidates who were satisfied with simply lifting materials from the source materials, or simply reading off figures from graphs, and were not always interpreting them in such a way as to answer the question as set. In some cases, candidates ignored not only the command words used but also the mark allocations, writing far too much, especially in earlier sub-sections of questions worth between one and three marks. The mark scheme works on the principle that if a question is worth three marks, for example, then three correct ideas are required to gain full marks. Some candidates are wasting time by writing at excessive length, producing in some cases over a side of writing for such answers. Often these answers included extra material which was not appropriate or which applied to another sub-section. This is unproductive and wastes valuable time, invariably resulting in later answers being rushed.
- The final part of each question invites candidates to demonstrate case study knowledge. There were some excellent responses where candidates were using case study knowledge from their local area or describing issues arising in their own countries. In contrast other candidates relied on making brief general statements, often using bullet points. As these final sections of questions are worth seven marks, extended writing is expected and candidates should ensure that they devote sufficient time and thought to developing these answers and using appropriate case study materials.
- Some candidates made good use of labelled diagrams which enhanced their answers. A number of excellent examples were seen, and those which scored well were those which were fully annotated, rather than left with brief labels or no labels at all. Where a diagram is fully annotated there is no need to repeat this information in written text.

Questions 1, 2, 3 and 6 were the most popular question choices.

There were a number of Centres where rubric offences were common, invariably these were from weaker candidates who answered all six questions very superficially rather than selecting three. Clearly this is to their disadvantage. Time management was good for the majority of candidates, though a significant minority of candidates spent too much time on one or both of their first two questions at the expense of the third question.

The following advice, repeated from previous Examiners' Reports should be given to candidates:

- Read the entire question carefully before beginning an answer. Decide which part requires which information, thereby avoiding repetition of answers and time being wasted. Answer questions in order, starting with the one which you are most confident with, and finishing with the one which you are least confident with, rather than automatically answering them in numerical order. Thus, if time is a problem towards the end of the examination, the question which is rushed will not be on the candidate's strongest topic.
- Take careful note of the command words so that answers are always relevant to the question.
- Use the mark allocation as a guide to the amount of detail or number of responses required. Be aware of timing, do not devote too much time to the first chosen question, or include too much detail in parts which are only worth a small number of marks.
- Aim to develop each idea so that answers do not emerge as a list of simple points, particularly in case studies where place specific information and details should be included wherever possible to give case studies authenticity.
- Use resources such as maps, graphs and photographs carefully in order to make use of the detail they include, and do not merely copy out parts of resources.

Centres should take careful note of the following points:

- The front page should show full details of the candidates along with an indication of the three questions answered.
- There should be a margin of at least 2 centimetres on the left and the right side of each page. Apart from the numbers of the questions and parts of questions candidates should not write in these margins.
- Every part of every question chosen should be clearly indicated in the left hand margin.
- At least one line should be left between each part of a question, and at least three lines between each question.
- All sheets should be loosely tied together, with the sheets assembled in the correct order. Sheets should not be submitted loose, nor should they be tied or stapled together so tightly that they are impossible to turn over in order to read all parts.
- All sheets should be numbered by the candidate and placed in the correct order.
- Narrow lined paper, or exceptionally thin paper, should not be used.

Comments on specific questions

Section A

Question 1

This was easily the most popular question. Whilst the focus of the earlier parts of the question was on HIV/AIDS, the scope was widened in parts **(c)** and **(d)**. Some candidates restricted their answers to HIV/AIDS in all parts, which in some cases caused them problems.

- (a)(i)** Almost always correct, although a few chose Lesotho.
- (ii)** There were few wrong answers to **A**, but quite a few candidates incorrectly chose Tanzania for **B**.
- (iii)** There were some excellent comparisons, with candidates using figures to support their answers, but rather more candidates wrote two discrete accounts and others wrote about one country only. Candidates should be encouraged to use words like 'whereas' when asked to compare. The majority gained at least two marks by correct interpretation of at least one of the resources. Some candidates did not read the question carefully and compared Botswana with Zambia or Zimbabwe, rather than Tanzania. Others made errors in their interpretation of Fig. 1B, referring to 'the percentage of children' without mention that these numerical values referred to the percentage of children who were orphans as a result of AIDS.
- (iv)** Where candidates had read the question carefully there were some perceptive and well developed accounts of how the economy would be affected in countries where levels of infection from HIV/AIDS were high. Many candidates, however, just described effects on the population in general which did not earn marks.
- (b)** References to birth rates, death rates and life expectancy were not relevant here as the question asked for a description of likely impacts of HIV/AIDS on the size and structure of the population, not an explanation. Most candidates managed to write something about the likely reduction of the population size by 2020 as a result of HIV/AIDS, though many found the concept of describing how the structure would change more difficult. The pyramid was not always correctly interpreted, the white bars showing what the population would be like with HIV/AIDS were read by some as showing the numbers of people with HIV/AIDS.
- (c)** There was a wide variation in quality of responses here. Some were excellent, others were vague and/or did not differentiate between developed and developing countries. Some merely stated that the dependent population were supported by the economically active which, whilst true, did not describe the different ways by which they were supported in developed and developing countries as the question asked. Others focused on support for people with HIV/AIDS which was largely irrelevant here.

- (d) Many candidates answered this question extremely well. Usually, they focused on HIV/AIDS, though they could refer to strategies used to reduce the spread of any disease (e.g. inoculation, provision of clean water and anti-malaria campaigns). A few candidates wrongly focused on family planning (e.g. China) referring to having fewer children, without linking these policies to reducing disease, whilst others made brief, unsubstantiated points (e.g. improve the health care, educate the people) without any form of elaboration or illustration. It was, however, most encouraging to read a large number of excellent accounts of the various strategies being used, frequently in the home countries of the candidate, illustrated by relevant specific examples.

Question 2

- (a)(i) Surprisingly many candidates could not give a definition of an *urban settlement*. A large number defined urbanisation instead.
- (ii) Most candidates were able to identify a country where over 80% live in urban settlements, along with Africa in **B**, though here Asia was a common error. Errors made by candidates in part **A** (such as USA, Canada and South Africa) may have been the result of candidates answering from their knowledge rather than using information from Fig. 3A as instructed.
- (iii) In simple terms, whilst the urban population is increasing in both developed and developing countries, current and predicted rates are larger in developing countries than developed countries. Whilst some candidates made this comparison and illustrated it well by using appropriate figures from the graph (e.g. the percentage rose by 39% over the period shown in developing countries but only 24% in developed countries), the comparison was poorly made by large numbers of candidates. Many just compared figures at particular times and/or stated that a greater proportion lived in urban settlements in developed than developing countries which was not what the question was requiring.
- (iv) Sources of confusion to candidates here were basic words in the question like 'urban' (or rural) and 'developed' and 'developing'. The question differentiated well, with candidates who had identified the clear trends in the previous question often explaining these by reference to reasons for increasing urbanisation in developing countries and/or slowing rates of urbanisation (or increasing counter-urbanisation) in developed countries. Weaker candidates could usually make some comments about the reasons for urban population growth, though others simply wrote about population growth in general terms or made irrelevant references to migration between developed and developing countries.
- (b)(i) This was well answered by most candidates who were able to pick out features such as self built houses, unmade roads, water standpipes and open drains as being evidence that the area shown is likely to be a squatter settlement.
- (ii) Again, well answered by many candidates who were aware of a variety of reasons for rural to urban migration in developing countries. It is worth pointing out to candidates that the same point made in reverse (e.g. paid work is available in the cities, paid work is not available in rural areas) will only earn one mark and double credit will not be given for such statements. Also, candidates must strive to make their explanations as clear as possible and extend them beyond simplistic statements such as 'better facilities', 'there are better houses', 'it is more healthy' and 'their lives will be better'.
- (c) Generally, this was well done, especially where candidates could refer to examples and describe specific schemes in an urban area in their own country. This approach is to be encouraged, making the case studies clear and place-specific. Some answers were given as short lists of bullet points which often gained limited credit as they lacked the detail of exactly what had been done to bring about the improvements in quality of life. For example, 'Give them better health care, sanitation, education and jobs' identifies the requirements but does not illustrate how this has been achieved, which is what the question required.

Section B**Question 3**

This was, overall, one of the best scoring questions with most candidates showing a good understanding of volcanoes.

- (a)(i) This was usually well answered, though some candidates wrote definitions which could have applied to either active or dormant volcanoes.
- (ii) Most answered this correctly, but many candidates wrote far more than was necessary to identify the main hazards, the lava flow for **A** and the ash fall for **B**.
- (iii) This question differentiated well with weaker answers referring to little more than people being killed, whilst some excellent answers referred in addition to issues such as the impact of eruptions on homes, the economy and infrastructures.
- (iv) Most candidates managed two or three realistic ideas, typically the need to monitor and/or provide warnings to local people of impending eruptions and the need to evacuate. Candidates who were really well informed referred in addition to the need to educate the local population about procedures in the event of an eruption and strategies which could be deployed to restrict lava flow such as digging diversion channels and spraying water onto the flow. Weak, simplistic responses relating to making houses 'volcano proof' did not gain credit as the concept of a 'volcano proof' house is unrealistic.
- (b)(i) The obvious differences were in the directions and lengths of flow and the heights of their origins. There were many full mark responses. The map was, however, not always studied carefully and some candidates failed to make comparisons, dealing with one of the flows only. Spot heights quoted were not always accurate, neither were the directions and lengths of flow. Vague answers such as 'the flows travelled in different directions' needed more precision to gain marks.
- (ii) The processes which result in the formation of volcanoes at destructive margins were well explained by many candidates, some of whom included suitable diagrams, though others could do little beyond commenting on the subduction process. Some answers jumped from 'the plates colliding' to 'magma escaping' with no attempt to explain the intermediate processes. A few wrote about plates moving apart which flawed the rest of their logic.
- (c) Weaker candidates tended to say little beyond a brief mention of 'fertile soil' and 'tourism' though, in contrast, others showed excellent in-depth understanding of why people live near volcanoes, covering a wide range of reasons from heritage, culture and physical benefits. Some referred to living in a warm climate or close to the sea which could not be credited. Some candidates made good use of examples, though some of those selected were not active volcanoes. Although tourist activity was an acceptable reason, few developed their answers giving specific job opportunities linked to tourism, which would have enhanced their answers.

Question 4

This was easily the least popular question and generally the lowest scoring, though some candidates did score high marks on all parts. It was felt that many candidates who selected the question were poorly prepared in terms of their knowledge and understanding of the appropriate landforms and processes.

- (a)(i) Generally this was poorly answered, clearly the **X** on the map was between the isohyets at 1 200 and 1 400 mm, yet many candidates gave 1 200 mm as their answer. Any value in-between would have been acceptable.
- (ii) Surprisingly many candidates could not provide the basic definitions required here and some reversed the two.
- (iii) Few candidates managed to identify **Y** as having the higher discharge and even less could suggest valid reasons why.
- Discharge was not understood by many candidates (many assumed it meant speed of flow) leading to false reasoning and incorrect answers and some even assumed that the river started at the sea.
- (iv) Most candidates could recognise the delta and offer some explanation as to how the feature had been formed. There is still confusion over distributaries, both what they are and how they are formed.

- (b)(i) Most candidates were able to pick out and describe features from the photograph and gain marks, though some irrelevant explanation was often included.
- (ii) This differentiated well, though on balance marks were lower than expected. Typically, many candidates made effective reference to the role of vertical erosion in forming V-shaped valleys. Beyond this many knew about the processes of weathering and erosion in isolation, however few effectively explained their role in creating landforms as the question asked. Definitions or explanations of hydraulic action, corrasion, corrosion and various weathering processes, even if accurate, did not gain marks unless linked with how they shape river valleys.
- (c) This was well done by many candidates, some of whom had found the earlier parts of the question difficult and the question differentiated well. Most could write about fertile soils and the dangers of flooding though some answers relating to the use of the river water or flood plain land were insufficiently developed. Reference was made to a number of good examples, the Ganges, Nile and Mississippi being the most popular ones chosen.

Section C

Question 5

- (a)(i) Most candidates could identify proximity to the canal as being the reason for the location of traditional industries.
- (ii) Most answers were correct in both parts. Where errors were made it tended to be in **B**, where St. Lambrechts-Woluwe was the most common wrong answer.
- (iii) The table was well used here and most candidates were able to score at least two marks by referring to the increase in the area of land and the reduction in land value per square metre. Copying out of the figures in the table was insufficient as some form of simple interpretation was required, thus answers relating to the use of 'an old existing building', for example, needed to be related to the need for a ground floor or easier access for deliveries/dispatch of products.
- (iv) A number of candidates appeared not to know what a science park is, many linking it with the tourist industry which meant that they had difficulty in writing a meaningful answer. Whilst there were some perceptive answers, there were few correct references to the significance of greenfield sites and universities. Whilst marks could be picked up for 'access to ring road/motorway for transport of products', and 'cheap land because it is close to the edge of the city', most candidates assumed that that they were areas of recreation.
- (b)(i) There was a mix of really good and very confused answers. This could have been the result of candidates not having much of a sense of place about 'Eastern Europe' as a geographical area, and many candidates seemed to assume that it consisted of developing countries. Whilst some candidates could make valid suggestions of at least one reason for plants being welcomed, as they could relate this to their own countries, far fewer had any idea of why Eastern Europe had been chosen beyond the simple notion of relatively cheap production costs. The idea of proximity to a major market area was mentioned by some candidates, though rarely developed fully as an idea, and the significance of government incentives was often overlooked. One would have expected candidates to have been able to apply their knowledge and understanding of motor vehicle assembly. For example, much was written about raw materials when a car is built (assembled) from components.
- (ii) This differentiated well. Most candidates were able to refer to the creation of employment and wealth, whilst better prepared candidates developed these ideas in relation to the improvement in the infrastructure which would result from the new assembly plants, specific improvements in standard of living and/or public services, along with the likely multiplier effect.
- (c) Responses here were generally disappointing. Despite the syllabus requirement to study craft industries, few good answers were written and large numbers of candidates wrote in generic terms about the location of industry or even worse about car assembly. Answers which did focus on the factors encouraging craft industries often did not go beyond a mention of the market created by tourism and/or the availability of local supplies of raw materials. There were some attempts to use examples, notably from candidates in African countries who referred to the production of wood carvings, though many just defined craft industries and described the advantages of such industries to local people which was not what the question asked.

Question 6

This question was answered well by many of the candidates who chose it with the exception of part (c).

- (a)(i) Most candidates correctly identified wilderness areas as having occupied most land in 1960.
- (ii) Again, well answered by most candidates with relatively few errors being made, the most common wrong answer being Fiftymile Mountain for **B**.
- (iii) Most candidates identified at least two changes between 1960 and 2000, typically the reduction in wilderness areas and the increase in the number of roads and tracks. The most common error was the identification of the Andalex mine site as a change, whereas the key clearly states that this was merely the location of a proposed site.
- (iv) There were some well thought out answers but too many just listed the names of national parks or recreation areas from the map. The best candidates developed their answers, typically suggesting attractions of these areas or activities that could be carried out or seen by tourists. Some thought the proposed mine would be an attractive tourist site: whilst unlikely to be the case, it could be argued that if they had a visitor centre that would attract tourists. However, as previously stated, the mine site was just a proposal.
- (b)(i) Some candidates answered this really well though, in contrast, some weaker ones simply copied out the bullet points in Fig. 11 without any attempt to integrate them into an answer to the question set. Some candidates' responses did not relate to arguments which the company might put forward as to why the proposal should go ahead. Even the obvious one of provision of jobs was missed by many.
- (ii) Some candidates wrote about damage to the environment in general terms, but would have gained more marks for precision. Vague references to pollution, destroying the environment or upsetting the Navajo Indians needed more detail. In the last case the scale would indicate little effect, but few spotted this. Nevertheless, there were some excellent ideas expressed here, often linked to the visual impact of the opencast mine or the impacts of the transportation of the coal on local communities or ecosystems, along with the perceived consequences for the tourist industry.
- (c) There were some very good answers to this question referring to local case studies but a large number of candidates misinterpreted this question, writing in great detail about the problems caused by tourism instead of writing about attempts being made to maintain, conserve or improve the quality of the environment. Most candidates chose tourism and often quoted an example, but the scale and precision of that example was sometimes disappointing. Most just stated a country, when really they needed to refer to a specific area within it which is at risk. Good examples for tourism included the Masai Mara in Kenya and the Lake District in England.

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| <p>Paper 2217/02</p> |
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| <p>Paper 2</p> |
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General comments

Overall, the performance of the candidates was satisfactory. The majority of candidates attempted all the questions on the examination paper within the allocated time. The candidates showed some understanding of geographical processes, although in some instances this was limited and the analysis components of the questions proved more challenging. The use of geographical terminology varied between Centres from a basic use to application with confidence. There was little evidence of teaching through case studies.

Candidates found **Questions 8 and 9** difficult and although most attempted **Section B**, very few gained over half of the allocated marks. There was little understanding of the concept of a hypothesis or the advantages and disadvantages of the data collection techniques used.

Comments on specific questions**Section A****Question 1**

- (a)(i) The majority of candidates correctly stated that the 6-figure grid reference for the confluence was 284787. Incorrect answers included 4-figure references and grid references for each of the two rivers.
- (ii) Nearly all candidates stated that a rock painting/National monument or a place of historic interest was located at 217722.
- (b)(i) Approximately 50% of candidates stated correctly that the bearing was 40 degrees. Many candidates quoted compass directions and some weaker candidates used words such as left/right.
- (ii) Approximately 50% of candidates stated correctly that the distance was 69.5 km, although candidates from several Centres quoted figures in metres.
- (c) Generally all candidates attempted this question and over 50% scored a maximum 3 marks. Candidates stated correctly the bush, settlement and mines/mines dumps.
- (d)(i) Many candidates attempted this question but only a small number stated the correct answer of NE. Several candidates gave left/right as answers and some gave N but not NE.
- (ii) This question was poorly answered. Many candidates failed to score above two marks for this question. Marks were awarded for rapids/meanders but very few candidates mentioned braided channels/islands or referred to the shape of the river and very few referred to the location.
- (e)(i) There was a large difference between answers for this question. Very few candidates scored full marks. A large number of candidates referred to associated employment/jobs to do with mining without referring to railways, power lines, trenches/dumps and workers huts/settlements.
- (ii) A large number of candidates gained full marks for providing evidence of leisure activities. Answers included sports field, golf course, gliding club and country club.

Question 2

- (a) Only a small number of candidates answered correctly with scattergraph.
- (b) The majority of candidates stated correctly that the United Kingdom has the highest percentage of urban population.
- (c) Approximately 50% of candidates answered that Ethiopia and Afghanistan have the least development. Several candidates had one country correct but both were needed for the mark.
- (d) Over 80% of candidates correctly plotted Indonesia on Fig. 1 to gain a mark.
- (e) Approximately 50% of candidates referred to a positive relationship between HDI and percentage of urban population. Statements such as "high HDI, high percentage of urban population and vice versa" were made. Only one candidate gained the second mark for commenting on the anomalies.

Question 3

- (a) The majority of candidates attempted this part and gained two or three marks. Land use in the area shown includes trees, ploughed land, scattered buildings and fields of crops.
- (b) This part of the question was not as well answered as part (a). Most candidates commented on clearing of land, change of employment/jobs in hotels, but only the more able candidates referred to associated infrastructure or increased urbanisation.

Question 4

The majority of candidates attempted this question although some did not fill in the answers on the Insert as instructed. Most candidates identified the tropical rainforest near the equator but found the emergent, canopy, undergrowth and evergreen more challenging.

Question 5

- (a)(i)** The majority of candidates correctly identified South Africa as having the largest population in 2000.
- (ii)** This part was poorly answered by candidates. Very few scored any marks. The more able candidates commented on South Africa's population growth levelling out whilst Uganda's population continued to rise.
- (b)(i)** A large number of candidates scored two out of three marks for this part. The majority of candidates commented on South Africa's GDP being mainly tertiary whilst Uganda has 50% in primary. However, few candidates commented on secondary industries for the third mark.
- (ii)** Most candidates answered correctly that the primary sector provided the major exports.
- (iii)** Only a few candidates scored the mark on this part by stating that a large number of people worked to produce few goods.

Question 6

This question was poorly answered. A large number of candidates failed to attempt either part **(a)** or **(b)** and failed to gain any marks for their answers.

- (a)** More able candidates described the location of active volcanoes e.g. Pacific Ring of Fire and mentioned areas such as Southern Europe, E/SE Asia and the West Coast of North and South America.
- (b)** Several candidates continued to concentrate on volcanoes and how they occur instead of earthquakes. Candidates described the movement of plates simply but were unable to use the correct geographical terms.

Question 7

- (a)(i)** The majority of candidates correctly answered primary.
- (ii)** Approximately 50% of candidates answered 1.5 million. Several candidates added the primary and secondary figures together and failed to score a mark.
- (b)(i)** Over 80% of candidates stated correctly that there was a decline in employment in primary industries from 1970 to 2000.
- (ii)** Over 80% of candidates stated correctly that there had been a rise in tertiary employment from 1970 to 2000.
- (c)** Examples given included tourism, banking and medical care but several candidates stated examples of primary and secondary industries.

Section B**Question 8**

This question was based on a study of the weather during one week in December around a school site. The hypothesis used by the students was; *'the temperature in the school grounds varies throughout the year'*.

- (a)(i) The majority of candidates attempted this part, although some did not complete it on the Insert as instructed. Candidates commented correctly on the wooden slats allowing the free circulation of air, the white paint reflecting the sun and the height above the ground avoiding heat from the ground.
- (ii) Approximately 20% of candidates stated correctly that the maximum and minimum temperatures shown on the thermometer were 20°C and 7°C respectively. Many candidates did not calculate this accurately and failed to score a mark.
- (iii) Only a small number of candidates scored a mark for stating that taking the temperature at 8.00 am daily would make the results reliable/easy to compare. Incorrect answers included it being the start of the school day, not too hot and "easy".
- (b)(i) Over 50% of candidates correctly stated the average temperature of 24.5°C. A large number of candidates did not complete this part on the Insert as instructed.
- (ii) A large number of candidates scored one mark for this part as a reading was incorrectly plotted. Most candidates joined the points as instructed.
- (iii) The more able candidates labelled correctly the smallest temperature range and the highest and lowest temperatures and scored two marks. Some candidates labelled the highest and lowest temperature range but were unable to label the smallest temperature range.
- (iv) Over 80% of candidates stated correctly that calculating the daily temperature range would be useful to gain a broader view and scored one mark.
- (c)(i) The majority of candidates compared the temperatures on Monday (Monday is cooler) to Thursday. The more able candidates supported their answers with data to score two or three marks.
- (ii) Candidates answered this question with a variety of answers. Reasons for the temperatures recorded not being representative included student error/mistakes, hot/cold spells and daily temperature fluctuations.
- (d) This part was poorly answered by candidates. Approximately 80% of candidates reached Level 1 or 2 and commented on the impact of altitude, distance from the sea and height above sea-level on the temperature at the school. A small number of candidates provided detailed explanations on all three of these factors closely linked to temperature and the school.
- (e) This part was answered to a satisfactory level. The majority of candidates were able to describe the temperature differences between July and December (July temperatures were cooler than December temperatures all week). The more able candidates offered explanations for these differences including the position of the sun in the sky and the angle of the sun in the sky.
- (f) Most candidates commented on ways to improve the weather investigation. Answers included use of rain gauge/more data/more sites/longer period of study/secondary data collected. The more able candidates attempted to offer an alternative hypothesis although few candidates scored all 4 marks for this part.

Question 9

This question was based on an investigation carried out by a group of students on the impact of tourism on their town. The suggestion that tourists had a negative impact on the environment but a positive effect on the economy of the town was stated.

- (a) This part was poorly answered by candidates. Over 80% of candidates repeated the words of the suggestion and failed to score a mark. A small number of candidates formed a hypothesis such as 'tourists have a positive and negative impact on the town' to score a mark.
- (b)(i) Only a small number of candidates scored two marks in this part. Correct answers included preliminary survey, trial and test survey. Incorrect answers included references to aerial photographs and surveys taken from the air.
- (ii) Candidates answered this question poorly. A small number of candidates scored one out of two marks and were able to give instructions for a student to complete the environmental survey. Examples of the instructions given included; look at the area, decide what score you want to give the area and write it down on the sheet.
- (iii) Candidates that attempted this part mainly scored one mark. The most frequently stated problems of using this environmental survey were that the student might have made a mistake, that the findings were subjective or that the findings were based on one person's opinion. Very few candidates stated problems associated with unclear categories, the limited number of sites selected or that not only the tourists cause environmental damage.
- (c)(i) Approximately 50% of candidates completed this part successfully and scored three marks. Several candidates did not complete the labels on the photograph and others did not use the features listed on the bi-polar recording sheet as labels.
- (ii) Approximately 50% of candidates attempted this part. Examples of labels added included few people and street furniture.
- (iii) Candidates found this part quite challenging. It was unclear to many candidates what 'extent' meant and, therefore, many candidates did not attempt this part. More able candidates identified the possible impact of residents as opposed to just tourists on the environment and also that there was little impact of tourism shown on the Insert.
- (d)(i) Candidates completed the bi-polar graph for Area B to gain one mark. However, only a small number of candidates scored the additional mark for completing the key on Fig. 9.
- (ii) The differences and similarities between Areas A and B were vague. The majority of candidates commented on the maintenance being the same and the more able candidates observed that Area A had negative scores whilst Area B had positive scores. The weaker candidates copied Table 3 from the Insert without adding additional comments.
- (e)(i) A large number of candidates stated an advantage of sampling. The most frequently stated advantage was saving time. A smaller number stated a disadvantage, for example "may miss important sites", and failed to gain a mark.
- (ii) Candidates defined secondary data correctly to score one mark but approximately 50% failed to give an example of secondary data.
- (f)(i) The possible economic effects of tourists visiting a town and the changes this may cause to the land use of a town was worth five marks. Over 90% of candidates commented on the additional income for shops and the creation of jobs as positive effects. However, these comments were general and very few candidates stated any negative impacts such as the seasonal nature of employment. References to changing land use were not widely made.
- (ii) The pie chart (Fig. 10) showed that the highest number of facilities was clothes shops and the lowest number was offices and banks. Candidates correctly identified this pattern although the weaker candidates listed all the results in Fig. 10 and failed to score either of the two marks.
- (iii) This part was poorly answered by candidates and many did not attempt it. Limitations of this investigation included that it only used one street and only 68 buildings. Comments on the data collection techniques focused on the wide/broad categories and the view that the building may have been used by residents and not just tourists.