

Mark Scheme with Examiners' Report

GCE O Level Geography (7209)

June 2005

delivered locally, recognised globally

Mark Scheme with Examiners' Report

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel International centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our International Customer Services Unit:

Tel +44 (0) 190 884 7750

Fax +44 (0) 207 190 5700

www.edexcel-international.org

June 2005

Order Code: U0017143

All the material in this publication is copyright
© Edexcel Limited 2005

GEOGRAPHY 7209, MARK SCHEME

Paper 1

1. (a) (i) 250 metres. Allow +/- 5 metres. (1)
- (ii) Allow any 3 changes, physical +/- human 3 x 1 mark (3)
- (iii) Allow: 1 mark for reference to 'deepening water'/removing sediment from bed; 1 mark for reference to use of access to jetty; or allow 2 marks for amplification of either theme. (2)
- (iv) 3 marks for basic description of process; 2 marks for explanation eg not parallel approach of waves; gravity. Well annotated diagram acceptable for max marks. Absence of diagram to 3 marks maximum. (5)
- (v) Any valid measures to guard against loss of land at coast are acceptable. Might relate to cliff retreat or beach protection. For maximum marks answer needs to make reference to both, otherwise to 4 marks. (5)
- (b) **Level 1 (1-3 marks)**
Likely to be totally descriptive and generalised but evidence of some notion of what happens when sea levels rise. Possibly focus exclusively on coast/valley.
- Level 2 (4-6 marks)**
Some named features and specific examples but probably with emphasis on descriptive details but some reference to explanation. Particular focus on coast or river valley.
- Level 3 (7-9 marks)**
Detailed description of some named features for both coast and valleys; possibly with diagrams; some detailed explanation. Probable use of appropriate terminology eg isostatic adjustment; rejuvenation. (9)

Total 25 marks

2. (a) (i) 3 x 1 mark
1. Station F
2. Station G
3. Station L (3)
- (ii) 1 mark in each case for general idea and an additional mark for amplification of either. Explaining both 'annual' and 'range' would qualify for 2 marks.
Mentioning a trend and indicating six stations on either side of the line would also get 2 marks. (2)
- (iii) 1 mark for identifying overall relationship; 1 mark for indicating anomalies; or 1 mark for meaningful amplification, including valid statistics. (2)

- (iv) Reasons why coastal environments have a lower range of temperature than locations inland. At 4-5 marks answers will have an awareness that land and sea differ in their ability to absorb, transfer and radiate heat energy. At 1-3 marks will indicate that sea heats up more slowly than land in summer; land surfaces lose heat energy more quickly than water in winter. (5)
- (b) (i) Basic notion that temperature falls off with height 1 mark. (1)
- (ii) 3 x 1 mark
Reason(s) eg atmosphere not warmed directly by the sun; or reference to density of air. (3)
- (c) **Level 1 (1-2 marks)**
Identification of either climatic type: Mediterranean/Savanna. Basic descriptions/observations; possibly from stem.
- Level 2 (3-5 marks)**
Description of seasonal distribution of precipitation of either climatic type, possibly with indicative figures (credit references to both hemispheres); possible attempt at explanation.
- Level 3 (6-9 marks)**
Explanation of one type. Understanding of key factors eg changing wind directions; onshore/off shore; convectional storms. If wrong climatic type chosen maximum 5 marks only. (9)
- Total 25 marks**
3. (a) (i) O horizon (1)
- (ii) Water (1)
- (iii) Allow 55-65% (1)
- (iv) Weathered parent rock/inorganic matter (1)
- (v) Air (1)
- (vi) Basic description of change 1 mark; reference to proximity to sources or each 2 marks. (3)
- (b) (i) 1 mark for outline description and 1 mark for amplification in each case. (4)
- (ii) In each case 1 mark for influence on development. 2 x 1 mark for named examples. (4)

- (c) **Level 1 (1-3 marks)**
Likely to generalise about impact of human activity on soil development; possibly some basic notions of soil erosion and general areas where such occur.

Level 2 (4-6 marks)
more specific observations about the impact of human activity on soils. Some reference to specific areas.

Level 3 (7-9 marks)
Detailed knowledge of the impact of human activity in specified areas. Probably some detailed reference to degradation and conservation/upgrading of soils. (9)

Total 25 marks

4. (a) (i) India (1)
(ii) Allow 23-27% (1)
(iii) Any valid reasons eg more appliances in USA. Either 4 separate observations or 2 marks for each amplified observation. Accept implicit comparison. If simplistic list maximum 2 marks. (4)
- (b) (i) General idea 1 mark; amplification 1 mark. If candidate grasps concept award 2 marks. (2)
(ii) Credit references to changing level of watertable/climate. (2)
- (c) (i) 1. Allow 43-47 cumecs. 1 mark
2. Allow 5-6 hours 1 mark
3. Allow 6-7 hours 1 mark (3)
(ii) Any 3 valid observations to explain time lag. 2 marks for one theme, if deserved. (3)
- (d) **Level 1 (1-3 marks)**
Mainly description; possible reference to single factor eg rural/urban.

Level 2 (4-6 marks)
Able to expand on reasons; some insight into 1/2 factors. If only one hydrograph adopted maximum 4 marks only.

Level 3 (7-9 marks)
Understanding and explanation of two or more reasons. Clear focus on differences. (9)

Total 25 marks

5. (a) (i) Willy willies (1)
(ii) May - December (1)
(iii) Between 8 - 25° North and South. (1)

- (b) (i) North east (1)
- (ii) 2 x 2 marks. Any two valid comparative observations on each. (4)
- (iii) 4 x 1 marks.
Any four measures to forecast prepare, or 2 marks for theme. (4)
- (iv) General observation on different capacities of different countries at different levels of economic development to respond 1 mark. Amplification of this 2 marks. Examples taken from map 2 x ½ marks. No reference to country on map, maximum 3 marks only. (4)

- (c) **Level 1 (1-3 marks)**
Some superficial differences noted relating to one/two of guidelines. eg much/little damage; tropical/temperate; or general description of either.

Level 2 (4-6 marks)
Some detailed knowledge on at least two of the guidelines.

Level 3 (7-9 marks)
Insight into key differences and mentioning all three guidelines. (9)

Total 25 marks

- 6. (a) (i) Sandstone (Accept igneous)
(Folded) volcanic rock; coal (field)
Carboniferous limestone (allow eg quoted from section) (3)
- (ii) In each case 2 marks; 1 mark for basic understanding of concept; 1 mark for relating to cross section 4 marks. (4)
- (b) (i) Any two features 2 x 1 marks. (2)
- (ii) Annotated diagram to explain formation. Explanation not required. Allow text if connected/related. (4)
- (iii) General comment about different characteristics of rocks 1 mark. Detail specific to rock types 2-3 marks. (3)

- (c) **Level 1 (1-3 marks)**
General observations about such areas, possibly based on observations from Figure 6b eg no apparent settlement

Level 2 (4-6 marks)
Reference to at least one specific example; some detailed knowledge of human/economic value limitations eg type of farming/tourism; or some detached knowledge. Possible mention of assessment. Possibly examples.

Level 3 (7-9 marks)
Detailed knowledge, related to and focused on specified examples; meaningful assessment of value. (9)

Total 25 marks

7. (a) (i) Three types accurately marked and labelled on map 3 x 1 mark. E= Tundra; B= Temperate grassland; D= Mediterranean. (3)
- (ii) Any three spatial differences; continents latitude/dispersal/altitude. 3 x 1 mark. Accept if implicit - but marks for differences. (3)
- (iii) 4 x 1 mark. Description of characteristic features. Allow references to weather, vegetation, animals. (4)
- (b) (i) Named area. (1)
- (ii) General reasons for deforestation 3 marks; related to named area 2 marks. (5)
- (c) **Level 1 (1-3 marks)**
General reasons for protection/reforestation
- Level 2 (4-6 marks)**
Reason(s) related to named area. Possible attempt to assess success.
- Level 3 (7-9 marks)**
Reasons as above. Attempt to meaningfully assess success. (9)

Total 25 marks

8. (a) (i) 4 x 1 marks .
Marking and labelling of 4 specific features on Figure 8 within given tolerances (4)
- (ii) Completion of linear scale to show 2 km (1)
- (b) Any 4 valid features which could be reasonably observed eg highland; valley; track; woodland. (4)
- (c) Physical features only. Credit likes of flat floor; steep sides; floodplain; changing width; embankments; drainage ditches; small lakes; meanders. Could be 7 different points or 2 marks per feature if amplified. For 5 marks and above must be some reference to both valley and river. (7)
- (d) **EITHER**
- Level 1 (1-3 marks)**
Evidence of identification of roads/railway; some connection made between communications and physical geography eg railway on flatter land. Award without map if needs be.
- Level 2 (4-6 marks)**
An overall impression that physical geography influences communications with some specific examples. Attempt to show on map. Progression here will include attempt at sketch map.
- Level 3 (7-9 marks)**
Detail on influence of physical geography oications; supported by sketch map. Perhaps going beyond more obvious conclusions eg gap at Lewes; river crossings; absence of routes over some areas.

OR

Level 1 (1-3 marks)

some idea how to approach such a field study; perhaps no distinction between planning and carrying out.

Level 2 (4-6 marks)

Some detail on planning and/or execution of fieldwork; perhaps a focus on area under consideration.

Level 3 (7-9 marks)

Attention to both planning and execution in the area under consideration. Geared to being able to 'assess importance of. (9)

Total 25 marks

Paper 2

1. (a) (i) 3 x 1 mark.
All 4 correct = 3 marks; 2-3 correct = 2 marks; 1 correct = 1 mark.
- Correct responses:
1 = subsistence farming
2 = extensive farming
3 = commercial farming
4 = intensive farming (3)
- (ii) 3 x 1 mark.
Accept:
B = beef cattle ranching or plantation cropping
C = paddy field rice cultivation
D = market gardening (3)
- (iii) 3 x 2 marks.
In each choice, expect application of (a)(i) definitions to farming type (eg beef sold at market (1). For maximum marks (3) in each case, expect both classification criteria to be offered, eg commercial and intensive. (6)
- (b) 2 + 2 marks.
Valid factor = 1 mark eg locusts; poor transport; soil erosion
2nd mark if developed into sound reason. (4)
- (c) 3 x 3 marks; for each section:
Level 1 (1 mark)
Either Figure 1c 'lifts' for (i)/(ii) or naming of way for (iii) eg increasing area of farm land - accept all valid ways
- Level 2 (2 marks)**
Expect development NB merely stating multiple disadvantages shown on Figure 1c insufficient.
- Level 3 (3 marks)**
Expect prior knowledge eg technical language; place examples (9)
- Total 25 marks**
2. (a) (i) 2 x 1 marks. Any 2 of the following:
A = nuclear; B = hydropower; C = coal; D = wood; E = solar; F = wind; G = wave; H = oil (2)
- (ii) (2 x 1 marks)+(2 x 1 marks).
Expect valid and distinctive features (positives and negatives) relevant to named source. If unreferenced = 0. Brevity fine. (4)
- (b) (i) 1 + 1 marks.
Brief definitions, if accurate to be credited, eg 'will not run out' for renewable = 1 mark. (2)

(ii) 1-2 correct = 1 mark; 3-4 correct = 2 marks.
Accept:
1 and 2 = non-renewable; 3 = renewable; 4 = non-renewable
(accept renewable) (2)

(iii) 3 x 1 mark.
Expect to award 1 mark to each of following ideas:
• Clarification of 'energy crisis' (eg shortage)
• Non-renewable sources dominant
• Renewable sources make small contribution (3)

(iv) 3 x 1 mark.
Expect to award 1 mark to each of following ideas:
• Polluting idea
• Extractive/removal idea
• Thermal/burning idea (3)

(c) **Level 1 (1-3 marks)**
Expect explanation of Figure 2b or offering of generic locational factors or one locational type only addressed.

Level 2 (4-6 marks)
Expect explanation of two locational types (eg material- versus market- orientation). One type well explained = bottom of level.

Level 3 (7-9 marks)
Expect all three locational types addressed with examples offered at top of level. Well developed accounts of two types = mid- Level 3. (9)

Total 25 marks

3. (a) (i) 3 x 1 mark.
1 = C
2 = A or D
3 = B or E (3)

(ii) For maximum marks expect two factors (eg lake) with explanation. 1 mark per factor up to 2 with 3rd mark for explanation (eg water sports) (3)

(iii) For maximum marks expect two factors (eg road transport; appealing environment) with explanation. Accept 3 factors (eg car parking; environment; access) for 3 marks. Explanation essential for maximum. 1 mark per factor up to 3. (4)

(iv) Credit only benefits of a bypass (B) or pedestrianisation (E) or valid alternative. Reserve maximum for explanation. (3)

(b) 3 x 1 mark.
Valid feature = 1 mark within parameters of question eg low-rise, landscaping
Cap at 1 mark if business park-related but not as per stated features requested. (3)

- (c) **Level 1 (1-3 marks)**
Expect listing of reasons and/or description consequences only:
eg foreign competition; unemployment (undeveloped).

Level 2 (4-6 marks)
Expect some development into explanation and/or description.
Lower Level 2 for a good list of both reasons and
consequences.

Level 3 (7-9 marks)
Expect balanced response with reason, explanation and
consequence description. Maximum marks to entail both
multiple reasons and multiple consequences. (9)

Total 25 marks

4. (a) (i) 2 x 1 mark.
1 mark = 44 Botswana birth rate (approx 40-50 midpoint)
plotted. 1 mark = 11 Italian death rate (approx same as Italian
birth rate) plotted. (2)

- (ii) 2 x 1 mark.
Afghanistan = 3.2 (1 mark)
Italy = 0 (1 mark) (2)

- (iii) 2 x 1 mark.
1 mark = migration/immigration
2nd mark = Net idea; in > out (immigration > emigration) (2)

- (b) (i) 2 + 2 marks.
In each case, 1 mark for reasons stated (e.g. high death rate;
tradition). 2nd mark for development/explanation (4)

- (ii) 3 x 2 marks.
Same marking strategy as (b)(i).
Valid reasons: eg health and sanitation improvements; low in
infantile mortality; medical advances; better diet. (6)

- (c) **Level 1 (1-3 marks)**
Expect measures (eg birth encouragement; retirement age raising
Reasons behind them or examples stated only.

Level 2 (4-6 marks)
Expect either brief treatment of measures, reasons and examples of
two addressed with development of basic ideas (eg consequences of
ageing population with changing aggregate demand, labour
shortages).

Level 3 (7-9 marks)
Expect balanced response with at least two measures described,
examples and clear awareness of future dangers from a declining
population. (9)

Total 25 marks

5. (a) (i) 3 (1)
- (ii) Credit up to two valid points (eg liable to flooding, building difficult) or credit a developed point with maximum. Not 'marshy'. (2)
- (iii) 3 x 1 mark.
Credit any valid advantage eg water supply; dry point; farming possibilities; river crossing. (3)
- (b) 1 mark for each of the following:
 - direct graph reading eg London has...; small villages have...
 - number of functions trend as population increases ie more
 - order of functions and trend as population increases ie higher
 - examples of functions in places
(4)
- (c) (i) 2 marks = full, accurate definition (eg provides customers; serves area with facilities).
1 mark = partial definition (eg surrounding area; catchment; idea of range) (2)
- (ii) 2 + 2 marks.
In each case, allocate 1 mark to way/technique (eg questionnaires; newspaper circulation...) 2nd mark for development/description. (2)
- (d) **Level 1 (1-3 marks)**
Expect simple basic points related to population size
- Level 2 (4-6 marks)**
Expect either non-population reasons for variations in extent (eg government; religion) or ideas of overlap (ie catchment competition).
- Level 3 (7-9 marks)**
Expect range of reasons for differences in extent and overlap explained. Clear explanation of overlap a feature of top of Level. (9)
- Total 25 marks**
6. (a) (i) Accept value of production/output of goods and services. (1)
- (ii) Credit up to three distinctive points eg broader picture; how money spent; ordinary people's lives; more to life than money (3)
- (iii) 2 x 1 mark.
Social eg infant mortality rate; number of patients per doctor
Expect health, diet, education. Environmental eg number of wild birds; air quality (2)
- (b) (i) 2 + 2 marks.
In each case, max marks for either two basic factors (eg fewer attend school, fewer books) or a developed reason. (4)

- (ii) Allocate 1 mark to basic idea of hunger or illness because of diet. 2nd mark for quantity (eg calorie intake low) or quality (ie unbalanced diet). (2)
- (c) (i) Allocate 1 mark for clarifying aid, ie types of resources, and 1 mark for development, ie change, grow, progress. (2)
- (ii) 2 x 1 mark.
Any 2 actual ways eg government to government; NGOs; World Bank; maximum of 1 mark if methods (eg send doctors). (2)
- (d) **Level 1 (1-3 marks)**
expect listing or brief description of one IT project . Use of Figure 6b may be strong.
- Level 2 (4-6 marks)**
expect either actual description examples or reference to the sustainable nature of IT (eg affordable, useable) sustainability = Level 2 idea.
- Level 3 (7-9 marks)**
Expect descriptive examples and their sustainability benefits explained. (9)

Total 25 marks

7. (a) (i) 3 + 3 marks.
- in each case (ie 1 and 2) allocate 1 mark to basic point ie joins large cities; avoids high ground.
 - reason behind this ie demand to travel; building costs lower.
 - extra eg development; anomalies to pattern. (6)
- (ii) Credit any two basic and relevant factors with 1 mark, eg large distances; unify island; prestige. 2nd mark in each case for amplification. (4)
- (b) (i) Allocate 1 mark to generic reason (eg poor roads; no bullet train) and 2 marks to examples (eg places, routeways) or vice-versa. The 2 reason marks can be for distinct points or one developed reason. (3)
- (ii) As with (i), allocate marks as 1 + 2 or 2 + 1. Expect reasons to focus on road congestion and air pollution. (3)

- (c) **Level 1 (1-3 marks)**
Expect either factor listing or one factor developed.

Level 2 (4-6 marks)
Expect a range of factors, physical, economic and environmental with some development of at least one. Example(s) may be given.

Level 3 (7-9 marks)
Expect at least three factors developed with a balance of physical (eg terrain), economic (population/transport) and environmental (e.g. ecology; noise pollution). Examples may be given. (9)

Total 25 marks

8. (a) (i) Accept any valid gas eg methane; carbon dioxide (1)
- (ii) 3 + 3 + 3 + 2 marks.
(allow mark transfer but cap of 4 on any 1 section)
1. 3 marks available for explaining the trapping of heat as per Figure 8.
 2. 3 marks available for how more pollution has led to a stronger Greenhouse Effect.
 3. 2 marks available for how hotter atmosphere can affect temperature, rainfall.
 4. 2 marks available for hotter atmosphere can affect temperatures, rainfall etc. (11)
- (b) 1 + 4 marks.
1 mark for naming country and climate change eg more hurricanes in Florida. Must be explicit or implicit.
Up to 2 marks available for each effect eg agricultural ruin; housing relocations (1 mark). 2nd factor for description/development . (4)
- (c) 3 x 3 marks.
Mark each type of response out of 3, eg Kyoto-style; do nothing and adapt; mass migrations; afforestation.
Accept responses which break 'Kyoto' down into: eg cutting back car use; changing energy sources...
In each response, limit answers offering no example to 2 marks maximum. (9)

Total 25 marks

GEOGRAPHY 7209, CHIEF EXAMINER'S REPORT

Paper 1

General Comments

Examiners saw some very high quality work where candidates sustained a strong performance across four questions. A significant proportion of answers seen were well written and carefully considered. Many candidates seemed well prepared for this examination and some centres have given a lot of attention to the application of basic examination techniques. Some papers showed admirable maturity of thought and considerable insight into a range of issues. In general, candidates seem to have increasing confidence in tackling a wider range of topics.

Candidates should be cautious in their choice of questions; it is sad to see occasionally whole pages deleted and, possibly, replaced by an inferior answer. There is appreciable wisdom in candidates not deleting anything until they are certain which answer to retain. While candidates seem able to manage their time better than formerly, there is reason to believe that some give minimal attention to preparation and planning. Attention to such can markedly improve the quality of answers and avoid repetition. Moreover, it is always prudent to have regard for the allocation of marks. A part answer with 2 marks allocated indicates a short response is all that is expected.

Some of the best answers to the final parts of questions came from candidates who could produce appropriate case study evidence.

Question 1

A relatively popular question where candidates generally performed well in part (a) but frequently struggled with part (b). The concept of 'offshore dredging' was seemingly new to some candidates and while most candidates were conversant with the process of long shore drift, diagrams were sometimes lacking in detail and accuracy. It was clearly unsatisfactory merely to reproduce a copy of Figure 1 (1750). Where candidates were familiar with features such as rias and fiords, they were able to tackle part (b) with some confidence, but this was the case. Occasionally, answers were based on case studies of coastlines to very good effect.

Question 2

In general, most candidates who attempted this question were successful in the first part of (a) but the concept of the 'best fit line' was not always understood. However, there were instances where some candidates who had not encountered this term before, but made a meaningful attempt at the answer simply by studying the diagram and concluding that there were the same number of stations plotted on each side of the line. This was sufficient for a mark. The best answers to part (iii) pointed out that while annual range of temperature increased with distance from the sea, there were some anomalies. Many candidates were conversant with the maritime and continental effects on temperatures, required in part (iv).

Where candidates identified the correct type of climate in part (b) there were some good answers. The most common error was that of identifying type Y as Equatorial.

Question 3

This was a popular and well answered question. With the exception of part (iv) of (a), errors came about owing to inaccurate reading of the diagram. The term 'mineral matter' puzzled quite a few candidates; it is simply the inorganic matter derived from weathering of the parent rock.

Leaching was better understood than capillary action in part (b), though merely making the distinction between upward and downward movement of moisture was sufficient to gain two marks. There were some excellent answers to part (ii), where candidates illustrated how these two processes influence the development of named soils.

Many candidates were well prepared to tackle the final part of the question and were frequently able to make reference to named places. Most cases dwelt on the negative impact of human activities; the best answers showed how there are also positive aspects. There were some very good accounts of contour ploughing.

Question 4

Again, insufficient attention to detail when reading the diagram caused some candidates to forfeit marks in part (a). There were a few instances of candidates concluding that USA has the higher percentage use of water for agriculture. Percentages varied appreciably in part (ii), though a range between 23 and 27 was permitted.

However, there were some splendid answers to parts (c) and (d), where candidates showed a sound understanding of the storm hydrograph and the reasons for the different time lags. While the knowledge base was good, some answers could have been enhanced by careful planning of the answer in part (d). In any examination, time management is an imperative and in some cases, such as the length of the answer here, that it reduced the time left to attend to other questions.

Question 5

A very popular question where part (a) was normally confidently answered; the most frequent error here was to conclude that tropical revolving storms are found between 8 and 42 degrees north and south of the Equator.

In part (b) there was a particular focus in answers to part (ii) on the northwards movements of the hurricanes; few candidates observed that Debbie moved further to the east than the average track and Carla further to the west. In part (vi) many candidates felt they were at liberty to operate on a worldwide basis; the question specifically stated 'suggest why some countries on the map'. However, there were some excellent answers which not only dwelt on relative levels of economic development but also made reference to the track of hurricanes.

Where candidates had a good command of both tropical revolving storms and temperate cyclones, they often produced sound answers in part (c), the challenge often being able to organise material and focus on differences. In general, location was the weakest element. Some candidates confused temperate cyclones with anticyclones.

Question 6

There was a very mixed response to part (a). Limestone was a common contender for the youngest sedimentary rock whereas the correct answer was coal. The terms 'dip' and, to a lesser extent, faulting were not understood by some candidates, though especially in the case of the latter, there were some noble attempts at the question. For example, an indication that as a consequence of faulting the limestone was 'at two different levels' secured a mark.

Candidates responded positively to the question on an area of Carboniferous Limestone, though occasionally, there was a temptation to attend to all four features in both parts (i) and (ii). The quality of diagrams in part (ii) was sometimes disappointing; rarely did candidates annotate. This is essentially a matter of attaching notes to the diagram; just one step beyond adding labels.

The best answers in part (c) gave close attention to assessing the value of areas of Carboniferous Limestone to people and their economic activities, rather than just listing possible economic uses. For example, the fact that such areas have thin soils, do not retain much surface water and are often exposed to the weather means that sheep rearing is the most common type of farming. Candidates who went on to indicate that this does not produce a very lucrative income for farmers were operating at level three on the mark scheme.

Question 7

Most candidates who attempted this question took part (a) in their stride; however, some failed to spot the need to focus on distribution of the two types of forest in part (ii).

Part (b) was almost invariably well answered, the best answers coming from candidates who made a genuine effort to report on activities in a named area, rather than simply quoting an example and straying from the detail which pertained to it.

In some cases part (c) was viewed as an opportunity to expand on the answer to part (b), insofar as some candidates failed to detect the need to attend to reforestation. Again, knowledge of a case study was the passport to higher marks. The best answers also attended to the assessment of the success of the scheme, outlining the success criteria used. For example, in some instances it was pointed out that the objective had been to restore the habitat in order to enhance tourism, and that this had been achieved.

Question 8

Relatively few candidates attempted this question and only a small proportion of them opted to offer the field study answer.

In general, candidates were equipped with the skills to undertake the questions based on the 1:50000 O.S. map though most were defeated by the question on linear scale. Part (c) was often well answered with candidates giving attention to both river and valley, as required.

The best answers came from candidates who produced a sketch map showing, for example, how the river valley is used by lines of communications and how the coastal plain has a main road running along it. Credit was given for observations about the relative absence of main roads and railways on the higher land.

Answers to the field study question tended to be somewhat superficial; they sometimes strayed into the analysis of results which was not required.

Paper 2

General Comments

This paper was well received by candidates with most seeming to find questions straightforward and accessible. Candidates generally scored more highly than on Paper 1. The paper was an effective discriminator generating a greater spread of marks than in June 2004. It was clear that some candidates were very well prepared as there were more scripts of high grade quality with the geography on many of the best scripts being quite excellent. Case study knowledge was often impressive and question choice discerning. Questions 1, 2, 4 and 8 were popular with Questions 3, 5, 6 and 7 less so.

New centres are advised to work on two areas of candidate performance :

- stating a relevant factor for 1 mark before developing it into a full reason or process for subsequent marks;
- producing extended prose of Level 3 quality for the 9 mark part at the end of each question.

Question 1

Agriculture is a popular topic and this question demonstrated a broad mastery of it by candidates. Agricultural classification (part (a)) was generally known though there were some terminological confusions (e.g. intensive and extensive; commercial and subsistence) as well as some transcription errors. Candidates tended to score well on parts (a) and (b) with broad responses typical in part (a)(iii) and (b). Part (c) saw many pleasing responses. Miracle rice had clearly been well taught in many centres with candidates benefiting in parts (c)(i) and (ii). Part (c)(iii), however, produced more disappointing responses with few going beyond a broad reference to irrigation or GM crops.

Question 2

This was another popular question. Those opting for the question tended to acquire many, if not all, of the first ten marks in parts (a)(i) to (b)(ii). Interestingly, many candidates identified natural gas as renewable; presumably recognising methane from cows as natural gas! Parts (b)(iii) and (iv) proved to be more challenging with many candidates failing to refer to renewables and extraction. Few candidates reached a Level 3 response in part (c), largely because their response invariably omitted footloose industries. Those referring to such industries often failed to appreciate the nature of a footloose location.

Question 3

Most candidates of the significant proportion choosing this question made a positive start by being able to use the map effectively in parts (a)(i) and (ii). The rationale behind the commercial choice of out-of-town locations was broadly familiar to candidates (part (a)(iii)). Part (a)(iv) generally proved to be more taxing with few answers related to local industries. Surprisingly, some centres showed little awareness of the nature and features of business parks or industrial estates; this impacted on their scores in part (b) and to some extent, in parts (a)(iii). There was broad understanding of the causes and consequences of deindustrialisation evident in the answers to part (c), but Level 3 responses were very rare.

Question 4

This was one of the two best answered questions on the paper. Part (a) provided a very fruitful opening question. Almost all candidates showed good graphical skills and grasp of population dynamics. However, only the better candidates identified net migration gain in part (a)(iii). The reasons behind natural population change were generally well known in part (b) but maximum marks were often not awarded because candidates frequently did not demonstrate how stated factors actually influenced the birth/death rate. Part (c) produced a full range of quality. Some candidates struggled to focus on stationary and ageing population issues, whereas some had been well prepared on this topic, producing excellent responses with relevant examples from Advanced Industrial Countries they had studied.

Question 5

This was the least popular and generally lowest scoring question on the paper. Surprisingly few candidates gave the correct answer to the first part, many confused marshland with tropical marshes in parts (a)(ii), and parts (a)(ii) and (iii) revealed a general lack of understanding of settlement sites and locations. Part (b) did not score well. Most candidates focused on the population-number of functions link only; few scored high marks by also addressing the population-order of functions link. Most candidates were aware of the sphere of influence concept; some were able to offer full and accurate definitions. Definitions of range were not infrequent. Answers to the fieldwork question (part (c)(ii)) were, in the main, limited in scope; very little apart from questionnaires was offered. Most candidates had difficulty getting into and beyond Level 2 in part (d). There was some understanding of why spheres vary in size but very few were able to suggest why they might overlap. Settlement hierarchies and spheres of influence would seem to be a neglected area of the syllabus.

Question 6

A relatively high scoring question among those comfortable with the terminology in development studies. GDP was often defined sufficiently accurately for credit though there were those equating it to an individual's economic position. The request for an environmental development indicator in part (a)(iii) was generally beyond candidates' knowledge, though most came up with a correctly identified social development indicator. Part (b) responses were characterised by good geographical ideas but again by an absence of their development into reasons why. Most coped reasonably well with the terms 'undernourished' and 'development aid' (parts (b)(iii) and (c)(i)) but responses on the distribution of aid in part (c)(ii) were often very vague. Part (d) generated a varied range of response, especially in part (d)(i); some fully understood the concept of intermediate technology and were able to offer alternative examples to Figure 6b, from others very little, apart from direct lifts from Figure 6b was forthcoming, and others gave inappropriate large scale projects such as dams. Few answers to part (d)(ii) reflected awareness of the crucial idea of sustainability in modern geography.

Question 7

This proved to be one of the less popular questions, though opting for it tended to start very positively with creditable answers to part (a)(i), especially on the physical influences. Parts (a)(ii), (b)(i) and (b)(ii) were on the whole moderately well answered. Most candidates were able to give broad reasons from time-saving in part (a)(ii) to lack of resources and infrastructure in part (b)(i) and pollution-type answers in part (b)(ii). Again, development of ideas into full-mark responses was generally lacking. Many candidates were able to finish well by examining in part (c) a range of factors responsible for the siting of existing airports. A named example was often given and many candidates achieved at least Level 2 marks. The idea of future airport expansion was for the most part left out however. The question as a whole tended to score quite highly.

Question 8

This was highly popular and was frequently a candidate's highest scoring answer. Almost all were able to name a greenhouse gas and to pick up marks throughout the linked parts in (a)(ii). There was a pleasing level of understanding of the greenhouse effect-global warming-climate change process. Top scoring responses were rare in part (b) because answers tended to be generalised and focus too much on rising sea levels. In some instances, the effects did not relate well to the country named. However, almost all gained some credit in this question part. Responses to part (c) were generally sound with many candidates being able to gain two marks for each of the three ways sought. Very few examples were included and ways were sometimes muddled and lacking in distinctions. There were also disappointingly few references to the Kyoto Protocol.

GEOGRAPHY 7209, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	64	54	45	40	35

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

Further copies of this publication are available from
Edexcel International Publications, Adamsway, Mansfield, Notts, NG18 4FN, UK
Telephone: +44 (0) 1623 450 781
Fax: +44 (0) 1623 450 481
Email: intpublications@linneydirect.com

Order Code: U0017143

For more information on Edexcel International, please contact our
International Customer Services Unit on +44 (0) 190 884 7750
or visit www.edexcel-international.org
Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: 190 High Holborn, London WC1V 7BH, UK

edexcel 
INTERNATIONAL