edexcel
advancing learning, changing lives

ResultsPlus

Examiners' Report

January 2009

GCE Geography 6GE01/6GE02

ResultsPlus

Helping you to raise attainment

www.resultsplus.edexcel.com

A PEARSON COMPANY

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's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Alternately, you can speak directly to a subject specialist at Edexcel on our dedicated [subject] telephone line: [telephone number]

ResultsPlus

ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.

- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.

- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.

- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit http://resultsplus.edexcel.org.uk/home

Contents

General Comments On Performance

Formal and informal feedback has reported that centres, students and examiners viewed this as a fair examination. It was the first paper for a new model of AS Geography whose content is of-the-minute and global. Centres are to be congratulated. The overwhelming majority of the students who sat the exam could confidently and correctly describe and explain a wide range of issues and idea that are - for the most part - new to AS level Geography.

There was plenty of opportunity for candidates to showcase their theoretical and conceptual understanding of climate change, disaster and risk modelling, global flows and global networks. Many excelled at this. There was also a more pragmatic and issues-led geography for the candidates to engage with. Moral geographies of globalisation and the real-world politics of climate change were both on offer as essay choices.

Some of the strongest exam scripts seen in this first 2009 series responses dealt confidently with both the big ideas and the big issues – often with considerable focus, insight and flair.

Examination timing skills appeared to be very good amongst the new Year 12 cohort as a whole. There was little evidence overall of blank spaces appearing in scripts. Few candidates scored no marks at all for any of the individual items; each question had been designed to give at least some measure of access to the less well-prepared or able members of the cohort.

The examining team reported that wider reading / research was not always particularly evident. Anecdotal evidence suggests that case study support was heavily dependent upon the content of course text books. As time passes and centres become more confident, perhaps we can look forward to a wider range of case studies devised and delivered by centre teachers.

Section A

In Section A, candidates could expect to be rewarded for the *range* of ideas they offered. For instance, question 3(c) asked why flood defences were rising in height over time. Some answers quickly and concisely pointed to: evidence of rising sea levels; increasing extreme rainfall events; and an increasing population (and property) at risk on floodplains. Such responses generally did very well. Similarly, question 4(c) asked about the rising significance of NICs as a production site. A range of briefly stated ideas (perhaps covering pay levels, skill levels, environmental regulations and the provision of EPZs) was one sure-fire route to exam success.

The highest-scoring students *consistently produced answers that included a range of different arguments*. In contrast, the weakest scripts typically delivered only one main argument in each of the more substantial answer spaces; generally limiting themselves to half marks or less in each instance.

Clear examples were also often employed in good Section A answers, thereby "bumping up" a one-mark idea to gain an additional second mark. This was especially true for the questions examining knowledge of Arctic ecology and European migration.

For centres who are familiar with Edexcel's Legacy A and B specifications, it is worth reflecting again on the fact that an answer space in the new exam *is not equivalent* with an answer space in the Legacy AS units. Less time is available per mark (and thus per line of writing). Good candidates who continue to write in excess of the answer spaces provided for Section A questions are almost certainly doing so needlessly; and they seriously risk jeopardising their Section B essay performance.

Section B

In Section B, some centres might try to reinforce the importance of using case study and course material to exemplify concepts. At the other end of the spectrum, other centres could reinforce the idea that the resources have been provided for candidates to interpret and use: credit for doing so is factored into the mark schemes. Thus, some students did not consider the resources at all, while others massively over-relied on them. The surest route to success was a part (a) answer that intelligently distilled the essence of the resources, as required by the question – while simultaneously drawing parallels with learned case studies *or* while attempting to contextualise the information as part of a *bigger* geographical picture.

For instance, the need to improve slums such as Dharavi [question 10(a)] goes beyond the everyday need to give people the right to clean water and health care. It also articulates with India's great need to develop its urban centres as global hubs for investment, as part of a bigger, global developmental equation. Candidates who explicitly flagged up this "bigger picture" were very likely to access Level 3.

A few candidates produced a mini-plan prior to answering the extended part (b) essay question. This appears to be good practice as generally such answers were often very fine. However, some good students were unable to show their worth in the essay due to time constraints that left them lingering on part (a) for too long. One examiner reported: "It was most frustrating giving 8/9 for a part (a) answer, only to find that the student had not completed or even started part (b)." Candidates can score full marks in part (a) of their essays with less than a full side of writing if they are focused, concise and restrict themselves to delivering "need-to-know" rather than "nice-to-know" facts. Teachers should be aware that some candidates combined parts (a) and (b), an approach which makes it hard for examiners to award marks - and which must be discouraged.

Although "assess" and "evaluate" are not AS command-words employed across this paper, it was pleasing to see the stronger candidates sometimes adopting an evaluative style as part and parcel of their explanation in the essay questions. For instance, in question 10(b), where a range of explanation was required addressing the rise of mega-cities, some excellent answers weighed the importance of the factors. One candidate commented that: "A range of push and pull factors explain the rise of megacities, but without the world's demographic time-bomb – the massive exponential growth in world population since 1900 – the world simply wouldn't have experienced huge city growth." The relative popularity of essay questions is shown below.
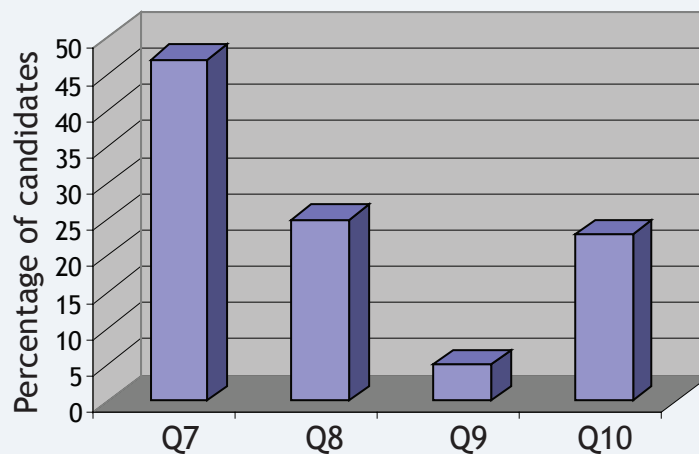
Comments On Individual Questions

Question 1

1(a) provided candidates with a straight-forward task that the vast majority completed successfully. In 1(b), all candidates could equate earthquakes with plate boundaries and the idea of movement. Beyond that, responses were highly varied and surprisingly few scored the full 4 marks. Many candidates did not realise that AS level does require a little more than mentioning moving plate boundaries. Some mention of the variety of boundary types was at least expected. Too often, answers were very generalised, as in the following example:

(b) Why are earthquakes common in some parts of the world?

(4)

Because some parts of the world lie on tectonic plates bandaries. These are the crust of the earth divided into plates. It is more common to experience an earthquake on a conservative plate boundary, because the plates are rubbing each other opposite ways, this causes friction and tremor the epicentre of a earthquake would occur here

ResultsPlus

Examiner Comments

The candidate receives two marks for the general idea of plate boundary movement and some detail of conservative margins. But there is no mention of other major elements of the world picture, such as destructive or constructive margins.

1(d) was often very well answered. Where candidates did not get maximum marks it was usually because they had omitted reference to the human element. Answers were nearly always very clear on the range of hazards experienced. As expected, California and the Philippines figured highly. In a minority of cases, candidates with excellent understanding of the physical geography of either California or the Philippines wrote far more than was required detailing the minutiae of local fault movements or subduction; yet the same students simultaneously omitted the 'disaster' element and did not consider the vulnerability of any population. The following example scored full marks for succinctly stating and illustrating *all* of the key ingredients of the "disaster hotspot" concept:

(d) With reference to a named example, explain what is meant by a disaster hotspot.

(4)

A disaster hotspot is an area that is affected by more than 1 hazard that can become a disaster. It usually has a high vulnerability level too. An example of a disaster hotspot is the Philippines, which is at risk of tropical storms, tsunamis, earthquakes and cyclones. Therefore it's people are very vulnerable especially as some areas are very poor.

ResultsPlus
Examiner Comments

Some students wrote far too much when responding to this question and wasted time they might have used writing their essay. This straight-forward response got the balance right and scored full marks.

Question 2

2(a) and 2(b) required candidates to interpret data showing glacial retreat at an increasing rate. Candidates with weaker numeracy or interpretative abilities sometimes incorrectly interpreted the graph as showing decreasing rather than increasing rates of ice loss.

Most candidates coped well with 2(c) and scored at least 2 marks. Global warming was identified by the vast majority with a very pleasing number attempting (generally with success) to explain the impact of the reduction of albedo in the region.

Worryingly, there was frequent over-statement of the role played by polar ozone depletion. An increased level of UV radiation does not play a significant role in raising ground surface temperatures. A great many candidates treated ozone depletion and the enhanced greenhouse effect as different aspects of a single issue. This is a misreading of events. Another recurring scientific error was the belief that melting ice makes the sea less saline and that this means the remaining ice is even more likely to melt. For full marks, candidates also needed to underscore the 'Arctic' focus of the question and not simply deliver a generic account of global climate change.

Answers to 2(d) suggest that "ecological" is an unknown word to many candidates. A sizeable minority (including some very able candidates) incorrectly described changes for oil tanker routes, tourism, Inuit lifestyles and so forth. However, where the term was understood, many candidates did well and it was reasonably easy for them to pick up marks documenting a shift in the treeline or loss of the polar bear's habitat (although some could not pick up the second mark in each impact, as they were not precise enough in their explanation i.e. they could identify a negative impact on polar bears but couldn't explain *exactly* what was amiss, namely the loss of hunting grounds for seals).

Overall, this question may have produced a disappointing outcome for those students who were out of their comfort zone and lacked familiarity with the themes and terminology.

(d) Describe **two ecological** impacts of climate change in the Arctic.

(4)

1 Change in habitat for marine organisms, therefore results on the food chain eg. through plankton, cod, seal & polar bear. Declines particularly in the latter because of difficulty hunting with less pack ice.

2 Tree line moves further north on the continents of N. America & Scandinavia/Russia, as growing season extends, and climate conditions, particularly availability of water, ameliorate.

ResultsPlus
Examiner Comments

This is an example of an excellent full marks answer with an outstanding level of detail.

Question 3

Questions 3(a) and 3(b) were very accessible. Answers in part (b) needed to be more than one word (as the bald statement "business" could mean just about anything). Excellent suggestions included repercussions for insurance industries and the costs of a reactive strengthening of flood defences.

In contrast, 3(c) discriminated more starkly. The weakest single-focus answers looked at *either* the physical reasons *or* the economic potential loss reasons for upgraded hazard management - but not *both*. A few answers made use of knowledge from cities other than London. However, it appeared that too often many students were reverting to a GCSE "rivers" approach here and were not making sufficient connection with the new Specification's core focus on climate change and sea-level rise (and very few recognised the key driver of thermal expansion here).

In higher scoring answers to 3(c), there was sometimes an intelligent inclusion of themes from other teaching strands – such as an explicit reference to increasing land/commercial values, as London develops further as a global hub. Sadly, very few took the opportunity to examine the issue of changing return periods for extreme hydro-meteorological events of comparable size. The following is a very good example that scored full marks:

(c) Suggest reasons why flood defences, such as those in London, have been raised and improved over time.

(5)

Flood defenses have been raised and improved over time because of many reasons. The sea levels are rising and so defenses need to be made higher to compensate for this. Also when predicted storms/floods have not happened e.g a hundred year storm the next storm is predicted to be larger and cause more damaged e.g a 200 year storm, to combat this defences need to be made higher. As the economy grows there is more to be lost in major cities such as London so it is more worth protecting, so flood defences have been raised.

(Total for Question 3 = 10 marks)

ResultsPlus
Examiner Comments

A high-scoring example with several strands of explanation. The candidate need not write the first sentence though – every second counts in an exam!

Question 4

While 4(a) and 4(b) offered straight-forward tasks for completion, 4(c) proved difficult for a great many of our candidates. Despite being a key geographical concept, the meaning of the term "flow" was often unknown. The expectation had been that answers such as "migration, information movement, aid flows" would be generated in large numbers. Instead, many listed other possible geographical destinations for Chinese products (such as Europe) or else left a blank space!

In complete contrast, candidates felt very confident with 4(d). There were some excellent answers that did manage to get beyond cheap labour and weak laws to write a concise but wide-ranging answer that flagged up US investment during the Cold War and emerging markets for consumer industries in NICs. The strongest candidates had clear examples to back their answers. The weakest tended to assert that all NICs have large and badly paid populations (while certainly applicable to China, the more well-established Tigers and Tiger Cubs might have something to say about this generalisation!). The example below scored full marks.

> **(d)** Explain why newly industrialised countries (NICs), such as China, have become important centres for manufacturing and investment.
>
> (5)
>
> They have become important centres for manufacturing and investment because China is globally connected with the rest of the world so its easier to import and export goods also it is rich in raw materials which means they have also the resources they need in the area to manufacture. China has low labour costs and high population of workers paid low wages so profits from setting up a factory there or business are high also some companies are offered incentives to move and invest there. China is a global hub as well. Last of all taxes are very low and its cheaper to export goods.
>
> **(Total for Question 4 = 10 marks)**

ResultsPlus
Examiner Comments

Again, here is a high-scoring example that includes several strands of explanation. A range of physical, human and political factors are suggested. The examining team were also pleased to see the terminology "globally connected" being used.

Question 5

Overall, this was a high-scoring question that borderline pass grade candidates sometimes walked away from with a very sound mark. Knowledge and understanding of what has been happening in Europe in recent years was shown to be very good. Most candidates grasped the political context of change very well and demonstrated a wide-ranging take on the issues that went well beyond tabloid newspaper polemic.

In 5(a), a few were side-tracked into describing the changes in British players as well as foreign players (the focus of the question), but most still gained both of the marks on offer. In 5(c), nearly everyone read the word "positive" and many saw the benefits for host and country of origin.

Responses to 5(d) were often high-scoring and it was pleasing to see some good knowledge of migrations associated with several phases of EU history (and not just 2004). Quite a few knew the different attitudes of the UK when compared with other EU member states after the Accession 8 joined. Weaker answers (and there were a few) typically omitted any mention of accessions to the EU and were mainly concentrated on the pull factors and virtues of the UK.

Question 6

Nearly everyone grasped the global nature of a TNC in 6(a) and the strongest answers volunteered a succinct statement about the existence of an international division of labour. In 6(b), some students were side-tracked into explaining the benefits of the arrangement for interested parties *other* than McDonalds. However, most were on-focus ("*by* McDonald's") and could state reasons why "it is cheaper" or they recognised that "less food miles" could be good PR for the firm and boost sales.

Most gained a couple of marks in 6(c). What was often lacking were decent examples or detail. Many referred back to the Indian veggie burger in Figure 6. Religious aversions to meat were sometimes additionally acknowledged. Full-scoring answers typically fore-grounded their account with an explicit statement that if TNCs want to make money they have to sell something that people want to buy. In contrast, weaker candidates seemed convinced that McDonald's have an altruistic motive as saviours of local culture.

Those who stayed doggedly with the resource in 6(c) did not tend to score more than 2 or 3 marks. Those who looked more generally at other TNCs were able to offer a range of reasons with appropriate exemplars and easily reached 4 marks. Some nice references were made in many answers to Tesco, Disney and other firms, as in the following example:

> (c) Suggest reasons why TNCs sometimes alter their products for sale in different countries and cultures.
>
> (4)
>
> Different countries and cultures have different demands and ways eg this eg in Thailand they are used to rummaging for good in 'wet' markets, so Tesco provides wet markets rather than packaged products as in the UK. They also try to maintain cultures and not making everyone the same by selling the same products It also makes good business sense as some countries have different preferences eg. Tesco provides more noodles and rice in supermarket in China than the UK.

ResultsPlus

Examiner Comments

The example of Tesco is good (2 marks) and "business sense" is recognised (1 mark). The last point about increased volume of sales did not get credit as the product has not been altered. It is also not true that TNCs set out on a deliberate mission to "maintain cultures". Overall, this scored 3 marks.

6(d) was a well-answered question with few candidates scoring less than 3 marks. Economic benefits were clearly identified and often had good exemplar support. Terms such as multiplier effect and FDI were known and used correctly, even by mid-range candidates, which was good to see.

Question 7

Some examiners found the cohort performance on Question 7(a) to be disappointing because relatively few candidates accessed Level 3 marks. This was usually a result of their sticking rigidly to the resource, rather than using it a prompt for the discussion of other drought impacts (such as the Sahel or Australia). Nevertheless, there were some good accounts based on the resource that reached well into Level 2. In the following example, we see both the resource Figure 7 and the candidate's own knowledge being used to good effect. This is an extract from an answer that scored close to full marks.

> During drought – particularly in LDCs and LEDCs – water availability decreases vastly. Water stores can be made in anticipation of a drought – but if it lasts for a very long time these stores may be diminished. The distance that people ~~in LEDCs~~ in LEDCs therefore have to travel for water increases as does the likelihood of ~~further~~ increased reliance on poor quality water sources which could lead to water-born diseases such as cholera. Risk of dehydration and death also increases.
>
> In MEDCs tourism can be affected – therefore reducing amount of income to an area – if, like the European drought of 2003, hotweather is ~~more~~ likely to occur in countries who usually have more temperate climates. Increased exposure to sun may also mean that people are at higher risk of developing skin diseases such as cancer, and subsequent death.

ResultsPlus
Examiner Comments

The candidate uses a mixture of own knowledge and information from the resource. It is well-structured. The terminology is a bit out-dated (LEDC/MEDC) but does not detract from what is a good Level 3 answer.

In part (b), most answers highlighted global warming and a sizeable minority also mentioned El Niño and La Niña as shorter-term / cyclical influences. Fewer looked at both climate change *and* the role of better technology (detecting hazards) *and* could further support these ideas with more specific and detailed exemplars. The main problem for the weakest candidates was a tendency to shift away from the question and tell us about the formation of the hazards, rather than addressing their changing frequency.

Overall, this was a very popular question and there was plenty of evidence for excellent up-to-date teaching and learning. Far more candidates were let down by their time-keeping, planning and question focus than they were by their actual knowledge and understanding of the world at (hydro-meteorological) risk.

Question 8

A very good range of responses were seen to 8(a), some of which managed to engage with the idea of a *scale* of intervention. In the Legacy Geography specifications, examiner reports have often commented on the past rectitude of candidates to engage with governance and political agency other than at a sometimes superficial level. In this new specification, the spotlight is very much on the range of players / actors / stakeholders – and candidates are encouraged to *think critically* about who holds *power* in the varied geographical environments they study.

As it turned out, some excellent examples of the actions taken by different actors were supplied in some answers to 8(a). However, centres could do even more to encourage weaker candidates to try and write more explicitly about the complexities of governance in future.

Many good answers to part (b) reached mid-Level 3, most often by quoting the contrasting cases of the US, China and the EU. The following extract is taken from such a Level 3 account:

> Newly industrialised countries such as China and India may not want to help tackle climate change as it would mean cutting their co2 emissions which are increasingly high as their economies increase, and this would affect their countries growth and industrialisation.
>
> Developing countries may be reluctant as they may believe it is the responsibility of the nations who contribute the most CO2. They believed the already developed countries have caused increased global warming with their modern lifestyles and technology and developing countries that contribute little to CO2 emissions shouldn't have to suffer.

ResultsPlus
Examiner Comments

The ideas here are very good. Better details (perhaps of China's growth or of the exact timing of developed nation's industrial revolutions) would help lift this into Level 4.

However, reasons for the varying stances taken were sometimes represented simplistically; rather than developing an argument to show more background knowledge of each country's level of development, culture, lifestyle etc. Thus, some relatively simple accounts portrayed headstrong China as needing to industrialise, the selfish US not caring at all and the UK pluckily doing its best.

Stronger answers were able to qualify these ideas further, and perhaps to reference additional countries. Some nice answers looked at the attitude of small island states, such as Tuvalu, The Maldives and named African nations. These often managed to get into the top of Level 3 or Level 4. Good candidates also used mitigation and adaptation ideas to good effect.

One important feature of the new AS Specification is that its contemporary focus means that teaching content really ought to be regularly updated in a few areas. With this in mind, it was interesting to note that a great many candidates believe that both the US and China's administration remain utterly opposed to taking any pro-active action to curb carbon emissions – but this is now no longer the case.

Question 9

This was not a popular question overall and (as is often the case with less crowd-pleasing titles) it tended to produce a polarity of responses. Some excellent accounts of the shifting distribution of global wealth were tied to the rise and rise of the likes of India's Lakshmi Mittal and China's new billionaire elite. Most could also talk about Russian billionaires.

However, there were also much weaker answers, whose ideas seemed rooted in a 1970s-worldview, and who thought the presence of billionaires in Asia could only be explained as MEDC bosses of TNCs moving overseas. These candidates appeared to have missed a vital lesson that the new Specification is designed to teach about our changing, complex world.

Part (b) generated a better range of responses than part (a). Good candidates sometimes became quite passionate about the negative consequences of globalisation, with a good range of exemplar support. A rare handful also considered that consequences could be positive. Mid-range answers typically delivered a general attack on sweat shops and cultural impacts but tended to be highly generalised, tarring all TNCs with the same brush. Some stronger answers made references to recent Primark television documentaries.

Question 10

In 10(a), most reached the middle of the mark range with a competent re-working of the resources. The visceral problems created by these slums were thus the basis of many answers – and "urgent need" was not always picked up on as being an important command phrase in the question. As explained at the start of this report, the more able candidates were often able to integrate their own case studies into the analysis. They developed the idea of "need" beyond the immediate issues of filth and disease. They could put the slums into context as the home of a labour force for a country wanting to develop economically; or considered whether slums could discourage FDI. The following extract is taken from a Level 3 response:


ResultsPlus
Examiner Comments

The remark about a lack of education making in difficult for people to leave Dharavi – as well as a mention of the lack of taxation – are what lift this into the higher mark band. The wider implications for Mumbai / India of the presence of the slum are being highlighted - and not just the immediate squalor and deprivation.

The most often used example in part (b) was London (as a megacity conurbation) and /or Mumbai. The strongest answers described a wide range of influences. They highlighted the demographic causes of "rapid" growth. Pleasingly, some even displayed cross-Unit synopticity and highlighted the fact that megacities are hubs in global networks that attract FDI. Contrast this with the weakest responses that simply asserted the presence of "bright lights" in all world cities. Such answers tended to rely exclusively on generic push/pull factors and did not usually refer to megacities by name.

General Comments On Performance

The paper proved accessible to candidates across the ability range. Question 2 ('Coasts') and Question 4 ('Rebranding') were the most popular and Question 3 ('Unequal Spaces') the least. The relative popularity of questions is shown below:
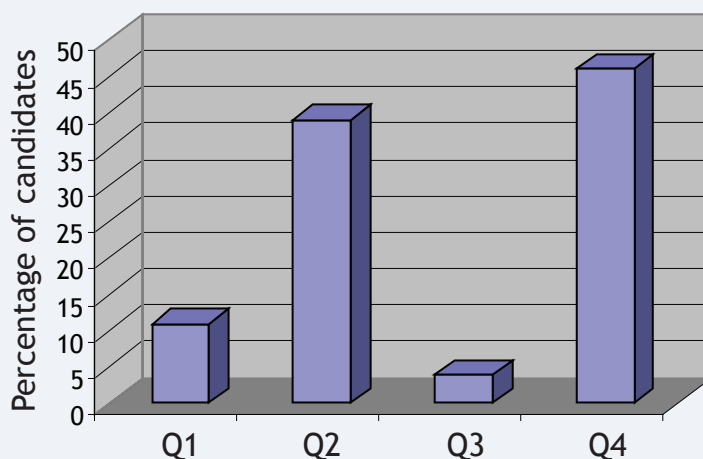
Generally performance was good with very few examples of candidates committing rubric offences, e.g. two questions from either Q1+2, or using the wrong resource to answer a question. As with all new examinations there is a period of bedding-in, but most candidates seemed to time their performance well. There were some timing issues evident as we might expect (this was found to be the case with the introduction of the legacy specification as part of Curriculum 2000), and examiners found evidence of some candidates having difficulty in completing all questions in the time set.

Here are some **strategies** that you might share with candidates to minimise any possible difficulties in terms of time management:

- There is no need to expect candidates to fill all the **white space** available. There were some exemplary full-mark responses where candidates had only used 60-70% of the available page space. Their responses had been thoughtful, accurate and concise. Writing using a crisp style paid significant dividends to candidates as they were able to manage their time effectively.

- In many instances, the simple difference between **describe** and **explain** needs reinforcing. Many candidates spent too much time giving processes or causes, e.g. how LSD creates spits etc rather than just providing a description of the features.

- Some candidates just **provided a narrative of all the fieldwork / research** they had done, rather than appreciating the need to link their answer more fully to the question set, especially in questions 1+2, the physical options. Again, tighter focus would have saved time more effectively.

- Candidates who used **additional sheets** (~2% of cohort) were sometimes self-penalising. In the short time allowed for particular questions they had a tendency to repeat comments that they had made earlier and then found themselves short on time for other questions.

Use the following as an approximate guide for how long to spend on each question –

10 mark resource question (may also be based on fieldwork/research)	6–8 minutes
10 mark case study/management/success type question	6–8 minutes
15 mark fieldwork and research focus: planning/presenting/analysing/evaluating	14–16 minutes

Other general comments relating to the exam performance include:

- Questions which require discussion of **fieldwork and research** were sometimes lacking balance between what was done 'in the field' and additional research. Weaker candidates just indicated they had 'used the internet' which lacked convincing depth of detail or evidence of real research. Linked to this is the absence in many answers of any real reference to **sampling** or details of how a programme of fieldwork could be developed.

- **GIS** was mentioned by some candidates, but many failed to indicate how this technology can be used in a range of situations, e.g. to help select fieldwork locations / sites, to assist in the preparation of an individual risk assessment, to present data and results etc.

- The **use of language**, particularly appropriate **terminology** and the **structure** of individual responses, remains a barrier to success for many students. If figures contain data, students need to be coached to use this data **directly** in their answer, particularly when commenting on possible limitations (Q3+ Q4). Some candidates would do well if they did not do too much 'rambling' at the beginning of questions, merely repeating the question and giving too much irrelevant information before embarking on the answer to the question. Best advice is to get straight to the point!

- The **use of examples** is often sketchy. Some questions ask for examples, whereas others do not. Candidates should remember that using examples in **any** question will gain credit if they are accurate and appropriate.

Comments On Individual Questions

Question 1

1(a) Most candidates were able to give some **comment on both the characteristics and tracks** of the two storms and those that used data from the resource were appropriately rewarded. As with other questions that require a 'describe' candidates wasted valuable time if they then began a discussion of how hurricanes developed. *Example of a response which does too much 'explain' rather than just giving description at the beginning*

(a) Describe the differences in the **characteristics** and **tracks** of the two storms.

(10)

> Hurricanes are formed over sea, the rising of the warm air and sinking of the cold makes a hurricane. The Corolis force makes the hurrican spin. The power comes from the movement of the sea and the moist as it hits land it slows down. Hurricane Ivan

ResultsPlus
Examiner Comments

The command word is 'describe'. This is an *explanation* of the formation of hurricanes. Valuable time has been wasted here.

Sometimes **tracks** were less well described by the weaker candidates, or they just concentrated on one storm so the answer became unbalanced. To gain a Level 3 the candidate needed to use the resource effectively, describing characteristics and tracks for both Ivan and Jeanne.

1(b) A very important part of this question was the linking of **both fieldwork and research** to some element of **time**. This could be a short as a few days, or it might be longer perhaps weeks or even months. A few candidates interpreted the question to mean longer term climate change, whilst not in the spirit of how the question was originally intended, this gained some credit. Lots of candidates mentioned a personal weather diary and successfully linked this to their own research, e.g. local newspaper reports, Met Office / BBC Weather etc websites. Some of the best answers provided exemplary details on both **equipment used** and **sampling procedures**, as well as precautions taken to ensure accuracy.

Example of a very detailed account of weather recording, using technical language – a Level 4 style of work.

> I could use an anemometer to measure wind speed and compare results from day to day. Again I would use stratified sampling to place it in an open place so that no wind was blocked, to give me a result in knots.
> Using wet and dry bulbs would show humidity in %, giving a maximum and minimum result. I could also use a maximum and minimum thermometer to find the changes between highest and lowest temperatures during the day. These would

ResultsPlus
Examiner Comments

Good use of sitting factors ; results taken over time (links to Q).
Good range of observation equipment described. Answer would need to be supported by research.

One of the reasons for some less strong responses was that some candidates **failed to mention any research** that was linked to changing weather conditions. If this was the case then they were restricted to Level 3 and a maximum 10 mark reward.

Regrettably, a few candidates chose hurricanes as an example of a 'changing weather condition'. Whilst we were able to reward some marks for research and use of **'virtual fieldwork'**, the responses were never going to be able to achieve very high marks as they lacked any real fieldwork detail.

ResultsPlus
Examiner Tip

Candidates should try to **justify** their reasons for choosing a particular fieldwork method or approach. This avoids the 'we did this'-type answer.

References to fieldwork about river flooding were also not well rewarded since this was off the focus of the question. Some candidates were able to recover some marks via this somewhat unusual method if they managed to link their river work to weather and give research websites that were also climatic, e.g. Environment Agency.

1(c) In general candidates were able to provide some solid responses to case studies of weather management techniques. Candidates selected management techniques from a range of events they had studied including hurricanes, river floods, heatwaves and droughts. The best responses included some
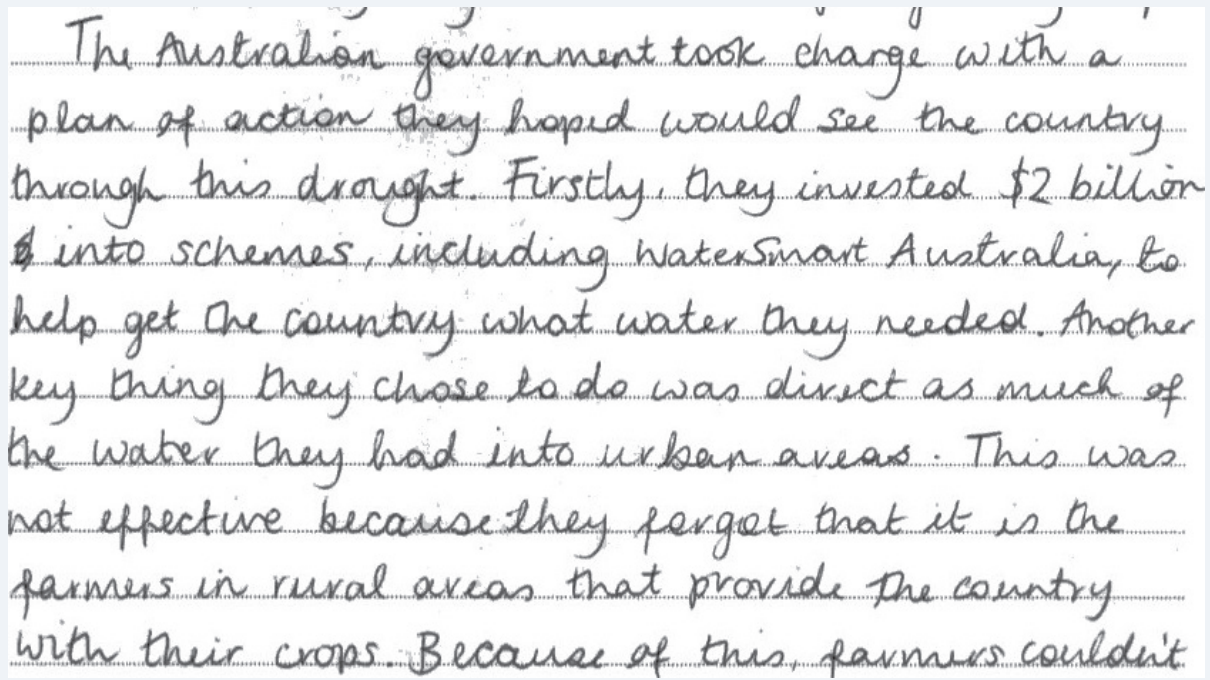
comments regarding 'success' as well as convincing place detail, including facts and figures. Candidates who chose to contrast different management approaches (i.e. successful vs not-successful) from different locations / countries inevitably gained nearly top marks since they were able to provide range.

Example of a detailed drought case study, including some comments relating to success.

> The Australian government took charge with a plan of action they hoped would see the country through this drought. Firstly, they invested $2 billion into schemes, including WaterSmart Australia, to help get the country what water they needed. Another key thing they chose to do was direct as much of the water they had into urban areas. This was not effective because they forgot that it is the farmers in rural areas that provide the country with their crops. Because of this, farmers couldn't

<u>Note</u> a very small number of candidates committed a rubric for this question as they did management of coastal floods rather than river floods which is particular in the specification (page 34).

Question 2

2(a) A good deal of candidates were able to successfully unpack the resource and to give good descriptions of both the physical and human dimensions of the photograph. At the top of Level 3 there was some excellent work and a seemingly successful tactic was to **analyse the photograph by dividing it into quadrants** or to describe the near and far view (e.g. "in the foreground" etc). By doing this the answers became structured and well ordered – it then became quite straightforward to get the maximum 10.

ResultsPlus
Examiner Tip

Skills of using photos and other resources should be practised under timed conditions before the exam. Response 2(a) has two clear elements – physical + human. Equal time should be spent describing each.

Example extract of a clear description well linked to the Poole Harbour photo resource.

(a) Describe the **physical** and **human features** of the coast shown in the photograph.

(10)

Physical

The land around Poole Harbour is quite flat. There are beaches around the spit which extends into the sea so the ferry can cross. There are cliffs in the background of the photograph. Much of the land is covered with vegetation, either trees or grass. The beaches do not shelve deeply into the sea and so are not very steep. The sun is shining which could suggest an equable climate.

ResultsPlus
Examiner Comments

A range of features presented, but the answer could have been improved with reference to 'nearshore', 'background 'etc – which would provide more structure to the answer.

Regrettably, some candidates **failed to interpret the describe command word** correctly and preceded to explain, e.g. how the process of LSD caused the development of the spit. Whilst there was some technically correct geography in their responses they tended run out of space / time and lacked focus on the question which required description only.

2(b) A parallel question to the one set in 1(b), there were a mixture of focused and highly relevant responses interspersed with answers that were vague and / or confused and **not really linked to land use** which was central to the question.   A key point to reinforce here is that the fieldwork and research needed to be linked in some way to both land use and its **change over time** (this could be interpreted as 200 yrs plus, or much more recent, i.e. last 2 years).   Candidates were not given credit for describing general 'coastal fieldwork' (see example), in particular this may have included reference to cliff surveys, beach profiles etc.

Example – non focused fieldwork, just a description of 'what we did', rather linking the fieldwork and research to coastal land use change over time

(b) Describe the **fieldwork** and **research** you would undertake in order to investigate changes in coastal land use over time.

(15)

Fieldwork and research may involve a variety of surveys to see whether they are improving or not over a period of time. These may include: beach surveys to see if there is an increase of litter or pollution there – determining changes. Other fieldwork at beaches may involve investigating the coastal management to see whether or not it needs improvement. A way of testing this may be to measure the distance from the bottom of the cliff to the water & divide it

ResultsPlus
Examiner Comments

Fieldwork and research need to be focused on land use. There is little credit here since 'beach surveys' are not relevant to the Q.

A sometimes imprudent tactic was just to just describe all of the fieldwork / research that had been undertaken during the field visit. Some of this was likely relevant, but was poorly selected in relation to the question set.   Candidates also wasted time writing things that were not credit-worthy.

ResultsPlus
Examiner Tip

Candidates should be helped to **prepare an audit of fieldwork and research techniques** prior to the exam that they can then tie into the focus of the question.

Again some candidates were restricted to a maximum of 10 marks out of 15 if **they did not mention research**. For this topic there are lots of examples of additional research including historic maps, newspaper blogs, internet forums, old photographs / postcards etc.

2(c) Weaker responses **focused on a description of types of costal management**, rather than also considering why they vary from place to place. Some of the best responses commented on land values, local protest / opposition, nature of ecosystems / protection, geology etc. In fact some candidates did some very good linkage to SMPs / ICZM ideas which bolstered their arguments. 'Examples' could be taken to mean either locations or types of management approach. There was a restriction of maximum of 7 out of 10 if only one type was mentioned in a single location.

Question 3

Whilst question 3 was the least popular in terms of candidate choice (the majority had opted for rebranding), there is a fair degree of overlap between fieldwork and research techniques for both topics. Many of the comments raised in relation to question 3 are also relevant to question 4.

3(a) The question was deliberately set linking 'economic' and 'social' as there is considerable overlap between the two. Many candidates were able to **describe a good range of primary / field based techniques**, including environmental quality, litter, graffiti assessment etc. Disappointingly few gave real details of place selection / sites, as well as failing to mention any form of sampling procedures. There was also a lack of attention to detail in terms of research, with all too often some rather generalised comments about using the 'internet'. Much more successful would have been to mention the census and multiple deprivation data etc, based on wards or the newer output areas.

Example – very focused and detailed description of fieldwork. Candidate also gives reference to census areas (SOAs) as well as selecting areas to study.

> **3** (a) Describe the **fieldwork and research** you would undertake in order to investigate economic and social inequality in an **urban** area.
>
> (15)
>
> The city is Sheffield is a good example of inequality. It is divided into Super Output Areas (SOAs) which can then be compared in terms of a number of factors. For this example the SOAs of Bradway and Park Hill will be used.
>
> In terms of fieldwork, an environmental quality assessment could be carried out. Using bipolar criteria (such as quality of road surfaces, noise levels, appearance of housing) on a scale of -3 to +3, a mean value for a given area can be generated. These values can then be planned onto an isoline map to identify trends – areas that suffer overall have a poorer score than those that don't and tend to be concentrated. These scores can be supplemented through

Too many candidates were lured into writing case / place studies, rather than describing their / possible fieldwork and research opportunities into inequality. Some candidates described their visit to areas and then wrote solely about the improvements that had be made with **no mention of fieldwork and research**. This was often the case with centres who had visited areas such as Canary Wharf, Docklands, central Manchester / Birmingham etc.

3(b) There were significant variations in candidates' ability to **interpret limitations** on the resource for question 3b, but the majority of responses indicated that candidates were able to successfully interpret the data, graphs and field-notebooks shown.

The strongest answers linked well to the question set, i.e. consideration of both data collection and presentation; some candidates also described how the techniques could be improved which was also given credit.

ResultsPlus
Examiner Tip

Candidates need to be taught how to do a quick assimilation of resources so that they can get down to the writing almost straight away.

Most picked up problems with the notebook (especially no pre-calibration), whilst graph proved a more difficult resource to access. Fewer candidates looked carefully at the axes, but most picked up the idea of confusing interpretation with regard to the deprivation and quality data displayed.

Example – a clearly presented and well structured response which uses the resource effectively.

> The quality scoring system wasn't calibrated before hand possibly making results (especially early ones) unreliable, as they have nothing to compare it to.
>
> The deprivation index used the numbers 1-6 which is quite awkward as there is no 'middle' number. This use means people cannot opt for the 'safe middle ground'. However because they used census data but were unable to use education and housing results may be unbalanced.

ResultsPlus
Examiner Comments

Use of resources has provided a clear answer; there is some evidence of individual comment, e.g. 'no middle number'.

ResultsPlus
Examiner Tip

Deprivation is a lack of access to services / amenities / opportunities etc which are considered the norm in a society. The very nature and causes of deprivation are an explanation for why the problem is difficult to solve. There may also be cultural and historic factors at work, together with physical factors of isolation and inaccessibility.

3(c) Weaker responses **failed to name a particular place**, or only referred to it in passing and were unable to give much depth of detail or locational elements. On occasions, Examiners reported reading the 'whole of Botswana' as a rural location which is poorly chosen since it is too generalised and non-specific.

On the other hand, the best responses provided detailed and specific information on an area, as well as considering why it was difficult to reduce.

Urban areas were a more popular choice, but there were a sizeable number of candidates simply describing schemes implemented in large cities to reduce deprivation without considering why these schemes had limited success.

Example – a well located example, giving a clear linkage to a real place and details, e.g. population etc.

(c) For one named **rural** or **urban** area explain why it is difficult to reduce deprivation.

(10)

The rural area I have chosen is the Cypriot village of Tsada. This village is ~ 20km outside of the urban tourist destination Paphos, houses approximately 2000 people and relies primarily on farming as an occupation.

The area can be described as "deprived" for a number of reasons:
- there is no secondary school within 10km
- public transport links to town are poor
- there are few shops and no post offices
- there is a net efflux of young people moving to town

Question 4

4(a) A variety of relevant, interesting and innovative fieldwork was described by many candidates including some detailed methods of research. Some of the strongest answers made reference to real places where the fieldwork / research had been carried out. Some candidates, however mentioned too many fieldwork and research techniques that were not relevant to rebranding – it became 'this is what we did', rather than being more selective in terms of what they had chosen to discuss. This again reinforces the need for careful auditing and review of fieldwork and research techniques before the exam so that students can match approaches to particular question types. This again would be a help with improving time management.

ResultsPlus
Examiner Tip

Review the findings of any group fieldwork with all groups. Get individual groups to write up methods, findings etc as mini-fact files and then all share the outcomes .

Regrettably some candidates **became sidetracked into describing places** which had been rebranded such as Canary Wharf, Cardiff Docks, Hull etc without making the fieldwork relevant to the question posed. There is an obvious need to match answer with the question set.

Example – clear reference to both fieldwork and research; tightly focused style of writing.

4 (a) Describe the **fieldwork** and **research** you would undertake in order to investigate why some **urban** areas are in need of rebranding.

(15)

In terms of fieldwork and research; you could take questionnaires and surveys from local residents, tourists and other stakeholders in the area, to see what they think should be done to improve the area, or whether it needs rebranding at all. Also, perception analysis, which analyses different aspects of the environment of an area, such as the safety or amount of decay, are useful in assessing why an area needs rebranding, whether it be to lower crime rates or find employment for people. Using government databases would also be useful for this approach, as census data would show trends amongst groups in the area.

The table below provides some examples of types of fieldwork and research that could be used for 4(a):

Primary data:	Field notes, field sketches, photographs, extended interviews, focus groups, customised 'placecheck form'. Also questionnaires, retail / shopping quality, retail diversity, footfall / pedestrian count and other personalised environmental quality assessments, litter survey, graffiti assessment etc
Secondary research:	Use the internet to research 'geo-demographic' data (e.g. Acorn and Cameo profiles), socio-economic profiles from census (National Statistics etc). Also geo-located pictures to help with place identity e.g. Flickr, Panoramio, Geograph etc. May also use VOA website to further pursue shopping quality etc.

4(b) Despite this being a detailed resource to interpret, many candidates were able to generate some excellent responses clearly focused on limitations with some perceptive ideas. Unfortunately, not all candidates recognised the need to comment **both data collection and presentation**, in which case they were restricted to a maximum of 7 marks (top of L2).

Some candidates also provided suggestions as to how the methods could be improved or how the data presentation might be enhanced. Whilst some of these ideas were certainly worthy of credit, for some candidates they tended to get bogged down in their suggested improvements rather than focusing on the limitations which was the question set.

4(c) Some **very good knowledge of rebranding** was shown in many answers, although only a relatively small number of candidates really "examined" the different role of players – answers tended to be more descriptive. It was reassuring to note that the majority of candidates could identify many players (e.g. local authority / councils, private investors, local community organisations etc), but were less clear on players that had a more regional or national focus (see below).

URBAN	RURAL
The Arts Council offers various funding opportunities for arts-linked projects	European Union e.g. Objective 1 programme and LEADER programme
English Partnerships' principal aim is to 'deliver high quality sustainable growth in England'	Action with Communities in Rural England (ACRE) promotes local rural initiatives
Advantage West Midlands – Development Agency	Natural England offers grants to farmers for various agri-environmental schemes

Again, some responses could have been improved if there was more detail about places, e.g. a location and some background information with supporting facts / figures.

Example – candidate gives clear location and examines the roles of players.

When rebranding the Docklands, London the key players involved were public and private. Public included active players such as the LDDC who had a very strong say in how the area was developed. Private players included banks such as HSBC who had the money to invest in the area and make it happen. This approach was top down as stakeholders, such as local people who lost their jobs when the Docks closed in 1960s, had little say in the development of Canary Wharf and as a result lost out on jobs as they were not skilled enough.

Examiners reported that there was some indication of candidates **not finishing this part of the question**, although this was **restricted to a few rather than the majority**. Some tactics for running out of time included the use of bulleted lists, but these only provided limited success since they were often not well linked to the question, i.e. what the **role** of players were.

Example – players identified, but no indication of their particular roles.

(c) With reference to examples, examine the role of **different players** involved in the rebranding process.

(10)

○ environmental agency
○ development agency
○ local community
○ business interest
○ educational interest
○ local government

ResultsPlus
Examiner Comments

Bullets are an acceptable alternative to continuous prose, but should only form part of the answer, and not the entire response.

Statistics

Unit 6GE01 – Global Challenges

	Max. Mark	A	B	C	D	E
Raw boundary mark	90	67	62	57	52	47
Uniform mark	120	96	84	72	60	48

Unit 6GE02– Geographical Investigations

	Max. Mark	A	B	C	D	E
Raw boundary mark	70	50	46	42	38	34
Uniform mark	80	64	56	48	40	32

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

Ofqual

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning