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##  GCSE EXAMINERS' REPORTS

####  GEOGRAPHY

####  SPECIFICATION A

##  SUMMER 2012

**Statistical Information**

The Examiner’s Report may refer in general terms to statistical outcomes. Statistical information on candidates’ performances in all examination components (whether internally or externally assessed) is provided when results are issued.

**Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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GEOGRAPHY - SPECIFICATION A

General Certificate of Secondary Education

Summer 2012

**UNIT 1**

**FOUNDATION TIER**

*Principal Examiner:* Allan Carter

**General Comments**

There was a slight improvement in the overall mean mark to 43.3 out of the possible 90 marks. It would appear that the trend for centres to enter their ‘borderline’ candidates at the higher tier, given the option of re-sitting later at either tier, is continuing and as such, there were few examples of very high scoring scripts. It remains a challenge for candidates at this level to write in sufficient detail and depth in the ‘levels’ sub-questions at the top of the incline of difficulty in each question and this is the principal area where improvements can be made across the board to raise the level of performance.

Of all questions on the paper, question 1 gave the most disappointing response from candidates, largely through a lack of ability to apply their understanding of the factors affecting flooding in (b) and through a general lack of depth and detail in (c) referred to above. In (b), answers either lacked explanation of how steep slopes and urban land-use can lead to flooding or they became confused by the terminology in the key to lead many into rather rambling and meaningless answers. In both cases, all that was required was an understanding that increased surface run-off or overland flow is likely to result in flooding but this point was lost on the majority. In (a) (ii) many candidates focussed on erosion rather than transportation but there was a pleasing number able to name and describe transport processes effectively. In (c), by far the most common negative impact was given as flooding but far too many candidates were unable to develop answers sufficiently to describe the impact of this on people with responses tending to be very generalised and brief. The better candidates were able to relate specific and accurate facts to named examples (usually Boscastle) and where this occurred, candidates were richly rewarded. There was a good range of positive impacts, but again, many made simple statements such as ‘good for tourists’ or farmers without developing this in any depth or in relation to examples. A final point worth mentioning here is that where candidates failed to refer to a realistic example or to case study material they could not reach the top level.

Question 2 was generally well done and, as in previous years, candidates appear to be fairly secure with the theme of climate change. In terms of the skill of describing a trend in a graph, a significant majority failed to identify a key point of the Keeling Curve in (a) (i) which is that although the trend is upwards, it also fluctuates on a smaller scale and this sub-question proved to be a good discriminator as a result. It was pleasing, however, to see that most candidates attempted to quantify from the graph once they had described the general increase in CO2 levels. Part (b) was also done quite well with many candidates able to give fairly detailed descriptions of the impact on people of climate change. Part (c) also proved to be accessible to most but many lacked depth and an explanation of exactly *how* the chosen strategies actually reduced the amount of global warming by, for example, leading to a reduction in the need to burn fossil fuels in such quantities in power stations. A point worth mentioning here is that where candidates chose the Governments option, very few had any knowledge of international co-operation through agreements such as the Kyoto Protocol or any other of the major summits that have striven to reduce carbon emissions.

Question 3 was generally answered well and proved to be accessible to most. Part (a) discriminated well and a significant number failed to achieve full marks as so often happens in this type of question and it would seem that the processes and resultant landforms involved at constructive plate margins may be less well understood than those at destructive margins. Many candidates were able to describe the effects on people of an earthquake although they should be discouraged from providing simple bulleted lists, as a few did, where the command is to describe. Part (c) showed some very good knowledge and understanding but the main problem here was the inability of many candidates to relate this to named examples.

There was evidence of generally sound understanding of some of the key principles of population in **question 4** with most demonstrating good grasp of graph skills in (a) although a significant minority lapsed into explanation of the reasons for LEDC population growth rather than simple description and thus did not answer the question. Part (b) showed generally good understanding of the factors affecting birth and death rates and it was pleasing to see answers that focussed on factors such as the status of women and the economic value of children as reasons for high birth rates in (i). Part (c) was accessible to most, but the majority of responses were fairly bland and generalised and only a very few candidates were able to relate the pull factors of rural areas to specific examples and gain access to the top level.

Question 5 provided some good responses although most found (b) (ii) difficult. Very few were able to give an answer that suggested the drivers of increased globalisation although credit was awarded where they interpreted the question as describing the benefits to the companies themselves of going global in terms of proximity to markets and the advantage of employing cheaper labour. Part (c) also showed good understanding and knowledge of the key points and the level of detail and QWC became the major factor in differentiating between level 2 and level 3.

Again, question 6 proved to be accessible to most. A significant number appeared to be confused by the scattergraph, although this was often differentiated by centre and it is worth referring here again, to the need to expose candidates to as many different forms of data presentation as possible, given the emphasis on AO3 in this unit. In (a) (iii), the word ‘why’ was often ignored and many candidates simply repeated their descriptions of the relationship from the previous sub-questions without exploring the possible reasons for it, such as improved medical and pre/ante natal care. Once again, part (c) proved to be most challenging and the link between aid and strategy was often missing. Candidates who were able to describe specific projects involving specific aid agencies, even in simple terms, were much more likely to reach the top level.

**HIGHER TIER**

*Principal Examiner:* Dirk Sykes

**General Comments**

The paper had a mean of 55.3 a range of 3-88 and a standard deviation of 12.8.

All questions were accessible to the majority of candidates, although Question 1 proved the greatest challenge for many. Examination technique as usual proved crucial to success and there seemed to be an overall improvement in the skill of candidates in answering questions. There continues to be a need for candidates to address all parts of the question and develop points to score full marks on 2 and 3 mark questions. There also seemed to be an overall improvement in performance in response to the six mark questions, with many including the detail and case study knowledge necessary to achieve level 3 in the mark scheme. There was some evidence of candidates rushing to complete Question 6 and a small number failed to complete part (c) of this question. Fewer candidates continued their answer, to Question 6 (c) in particular, on the “continuation page”.

The intelligent use of resources and geographical skills in general is an area that candidates need to practice. A number of students achieved low marks and would have clearly been more suited to the foundation tier.

Q.1 (a) In part (i) the vast majority scored by naming a meander or ox-bow lake. In part (ii) many candidates answered the question as if they were describing the formation of a meander floodplain rather than a slip-off slope. In part (iii) many candidates annotated both points B and C emphasising the need for candidates to read questions carefully. Question parts (ii) and (iii) were asked in this way to test the skills of photographic interpretation and annotation. In part (iii) most identified erosion as a process, many also named an erosional process but relatively few explained this process. A small number of students did not answer part (iii), perhaps suggesting that they did not understand the command word annotation or that since there were no dotted lines there was no answer required.

 (b) Many candidates scored both marks although some showed little understanding of the movement of water through a drainage basin.

 (c) Some excellent answers used detailed case studies e.g. waterfalls such as Niagara Falls providing a tourist attraction and V shaped valleys providing a flood hazard as in Boscastle. However, often candidates identified landforms but failed to explore their impact on people’s lives in depth. A smaller number of candidates demonstrated limited knowledge often using the example of a meander, from part (a), and giving explanation such as erosion may cause housing to collapse into the river.

Q.2 (a) In part (i) most candidates scored a mark describing an increase in CO2 but some failed to gain a straightforward second mark by describing fluctuations or quantifying the change. In part (ii) most candidates gave reasons for the change in CO2 but many failed to develop points to gain the full 3 marks.

 (b) Most candidates had a secure knowledge and understanding of this key question and scored full marks. Candidates who failed to gain full marks usually failed to develop points made.

 (c) Candidates generally showed good understanding of the impacts of climate change but many failed to gain a level 3 answer, either by not using information in the article or not comparing LEDCs and MEDCs. The message is to read the question carefully and to make sure all parts of the question are answered.

Q.3 (a) In part (i) most candidates were able to score at least one mark for this question although many failed to gain the second mark. In part (ii) the majority of candidates were able to score 2 marks, with a pleasing number of candidates identifying a shield volcano. In part (iii) the most popular landform was a volcano although some attempted landforms such as a rift valley. It was pleasing that the majority of candidates correctly explained the processes at work at a constructive margin although a significant minority identified the more familiar destructive margin volcano. Relatively few candidates gained full marks often because of a lack of detail in diagrams.

 (b) The majority of candidates demonstrated understanding of how impacts could be reduced with some excellent answers giving detailed case studies e.g. on preparations such as building design in Japan and “ShakeOut” in California.

Q.4 (a) In part (i) the vast majority of candidates were able to draw the bar accurately although there were a very small number of students who did not attempt the question, again emphasising the need to read each question carefully and to realise that dotted lines are not always provided for answers. In part (ii) the overwhelming majority of candidates gave a correct answer.

 (b) Although the majority of candidates scored well there was a considerable variance in the way candidates addressed the question. The question clearly asked candidates to use **only** the resource although many referred to their own knowledge. Interpretation of photographs is an important geographical skill.

 (c) A small number of candidates did not focus on Western European countries. A significant minority went into detail about the problems of an ageing population rather than reasons for an ageing population. The message for students is again to read the question carefully and ensure that answers address the question asked. There were also fewer clear examples of specific case studies studied in answers to this question.

Q.5 (a) In part (i) the majority of candidates scored 2 marks on this question failing to make 3 clear and different points. In part (ii) there was a wide variety of different responses with the majority of candidates scoring at least 2 marks. Many candidates failed to clearly identify the technological change they were using in their explanation.

 (b) The majority of candidates scored well in this question relating their number of points to the number of marks in the question.

 (c) A challenging question in which candidates generally scored lower marks. However there were some excellent answers giving specific examples reflecting some good quality teaching in some centres.

Q.6 (a) In part (i) the majority of candidates described the relationship although many failed to develop the second mark. In part (ii) the majority of candidates again were able to describe the difference in simple terms but failed to give an example or identify an exception to gain the second mark.

 (b) In part (i) the majority of candidates scored 1 mark, the majority by identifying countries with less than 50% of children in the north, but relatively few gave the detail needed for the second mark. In part (ii) most candidates showed good understanding of this topic and were able to score well although again many failed to give the 3 clear points for full marks.

 (c) Many candidates were able to name NGOs, the countries that they worked in and the projects they were financing. However many answers lacked the detailed knowledge necessary for Level 3. There was some evidence of candidates rushing or failing to complete this question.

In summary the most successful candidates:

* Have a good knowledge of basic geographical terms and concepts.
* Read questions and instructions carefully.
* Understand the meaning of command words.
* Answer in detail, guided by the marks for that question.
* Develop points to give a full description or explanation
* Address all parts of a question.
* Make good use of real examples and case studies.
* Study resources and use them effectively.
* Are secure in their use of geographical skills.

GEOGRAPHY - SPECIFICATION A

General Certificate of Education

Summer 2012

**UNIT 2**

**FOUNDATION TIER**

*Principal Examiner:* Glyn Owen

**General Comments**

The mean mark of 29.5 was higher than last year (26) but is still somewhat disappointing, on what was felt to be a very accessible paper. Once again, there were very few examples of high scoring scripts, which is reflected in the standard deviation of 8. Unfortunately answers to the 6 mark questions lacked the detail and case study knowledge necessary to achieve Level 3 marks.

The number of rubric infringements were less this year but there is still a significant minority which attempt to answer the questions for all 6 themes. Teachers should continue to emphasise the importance of answering questions for which the candidates have been prepared.

Q.1 This was a very popular option again this year.

 (a) (i) The correct grid square was generally given.

 (ii) A wide range of land uses were shown on the OS map and most candidates were able to identify two correctly.

 (iii) This part was not particularly well answered. It was disappointing that many candidates could not even recognise that the land was flat and low lying.

 (b) Unfortunately some candidates simply described the affects of a flood event rather than that of sea-level rise. The best answers made reference to environmental refugees and permanent loss of land in places such as Bangladesh. However, many candidates scored at least 2 marks.

 (c) In (i) the identification of the landforms was generally very good. In part (ii) a number of very good answers were seen. However, some candidates fail to name and explain the processes which are responsible for landform development.

Q.2 (a) (i) Not many candidates were able to give the correct answer of below 976.

 (ii) The majority made good use of the weather map and key to identify two weather conditions associated with low pressure.

 (iii) Some candidates only gained one mark because they did not concentrate on one weather condition or simply did not refer to businesses. There were, however, some good responses relating to heavy rainfall and consequent flooding.

 (b) (i) Most candidates gained at least two marks but the identification of the correct latitude proved to be the most difficult element.

 (ii) The best answers referred to hazards such as storm surges and high winds. The weaker candidates simply described the impacts of tropical storms on people.

 (iii) Most candidates gained no more than Level 2 marks because their answers did not include examples as instructed in the question. There were some very good responses, however, which detailed strategies such as the use of technology to forecast tropical storms and which made specific reference to the National Hurricane Centre in Florida, for example.

Q.3 (a) (i) Many candidates correctly identified the tundra but a significant minority seemed to underline the biome that they had studied i.e. tropical rainforest.

 (ii) Overall the temperature pattern on the graph was well described.

 (iii) Good use was also made of the map to describe the distribution of the tundra ecosystem. Furthermore, it was encouraging that many candidates made use of their own knowledge and referred to specific places such as Alaska or northern Russia.

 (b) This part was well answered on the whole. However, the non-living part posed some difficulty with *evaporation* a common answer.

 (c) Very few candidates were able to gain full marks. Many simply described what was shown on the diagram instead of focusing on the link between rainfall and vegetation amount.

 (d) The overall quality of answers was disappointing, although most were able to name a suitable ecosystem. The better answers included specific case study material and recognised that ecosystems are often used unsustainably because of conflicting demands.

Q.4 This was once again a very popular option.

 (a) (i) Most candidates were able to use the scale correctly.

 (ii) Describing the location of the island of Lefkada was generally done well but there were candidates who were unable to use compass directions correctly.

 (b) (i) Well answered on the whole with good use made of the photograph to focus on how the sea and the mountains would encourage tourist activities.

 (ii) Most candidates could relate tourism to income and the creation of jobs. However, answers were not fully developed. For example, better answers referred to how more income would help improve the infrastructure of the island.

 (iii) Many candidates gained full marks. However, answers to this type of question need to be specific as in the case of pollution. Candidates must refer to air, noise or visual pollution to be credited.

 (c) Most answers failed to get into Level 3 because the majority of candidates described rather than explained the ways in which the nature of tourism is changing. The better answers made reference to the growth of budget airlines and how low cost flights has encouraged people to take several short breaks a year, for example.

Q.5 Along with Theme 7 and Theme10 this remains one of the 3 most popular options.

 (a) (i)&(ii) Both these sub questions were generally accessible and many candidates scored full marks.

 (iii) Good use of the photograph was made and most candidates were aware that these stores serve local communities or passing trade with convenience goods.

 (b) (i) The graph posed few problems for the majority and overall this question scored well.

 (ii) Candidates displayed a very good understanding of both the benefits and problems associated with internet shopping.

 (c) Some very good answers were seen which focused on both the negative and positive effects on people in LEDCs. The best responses also contained specific references to countries in Africa and Asia. Candidates always need to write in sufficient detail to attain Level 3 marks.

Q.6 This option is studied by a small number of centres only and some examiners only see responses which are the result of rubric infringements. Overall, however, the question was accessible.

 (a) (i)&(ii) These sub question posed few problems with candidates showing sound understanding of the terms fossil fuels and non-renewable energy.

 (iii) Most candidates recognised that Wylfa is in north Wales but fewer realised it has a coastal location and that it’s on Anglesey.

 (iv) Very well answered on the whole.

 (c) Quite a few candidates were able to reach Level 2 but once again there were too many responses which were not developed fully. Some candidates also misread the question completely and wrote about the merits of using renewable energy.

**Action points**

* Note the weighting of assessment objectives and the greater emphasis placed on geographical skills and the application of knowledge than in the legacy specification.
* In the final part of each question write answers which are fully developed and which use exemplar material.
* Note the introduction of SPaG in the 2013 paper.

**HIGHER TIER**

*Principal Examiner:* Huw Cripps

**General Comments**

The element of choice proved a challenge for a minority of candidates who on occasions attempted all 6 questions though these instances were fewer than in the previous year. However, teachers should continue to emphasise the importance of answering questions for which candidates have been prepared. In 2011 the overall mean mark for this paper was 33.7. In 2012 the mean was 32.4 out of a maximum of 60 marks.

**Question 1**

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| **Year** | **Response to Question** | **Performance Indicator** |
| 2011 | % Candidates Attempting | 82.1% |
| 2011 | Mean Mark | 11.5 / 20 |
| 2012 | % Candidates Attempting | 82.3% |
| 2012 | Mean Mark | 9.8 / 20 |

This was a popular choice of question. In a)i) the majority were awarded 2 marks and whilst most were able to provide accurate 4 figure grid references, some were not credited as figures were in the wrong order, e.g. 8431. Six-figure references were also evident and in most cases accurate. Important that any reference point included to assist with a description of location is followed by an accurate compass direction or measurement of distance using the scale. The majority of candidates were able to access level 2 in a)ii. Most identified the proximity to the sea or river as an influence on flooding. Fewer answers were able to develop their explanations through more detailed map interpretation. Indeed, competent map reading skills would seem to be an area for improvement if more candidates are to be awarded top level marks. This needs to be encouraged alongside a recognition that labelling is not annotation and the latter is expected to include more than a one word description of a typical feature recognised from map symbols. Question b) tested areas that should be familiar to pupils who have focussed on one major landform. Again, the quality of diagrams is adequate at best with very few able to draw a sequence of diagrams showing change or well thought out labelling. This continues to be an area for improvement. Disappointingly some candidates at the higher level were unable to name a landform and some chose to explain those associated with rivers. Most candidates were able to achieve level 2 with reference to one process, mostly hydraulic action. To reach level 3 answers must look to explain how the process actually operates within the context of time and the landform included. The best answers referred to cliff formation and wave-cut platforms. Those attempting to explain depositional features such as spits were seldom able to explain longshore drift in the detail necessary by referring to wind and wave direction and the use of terms such as swash and backwash. Candidates must be expected to include more complex terminology to achieve higher levels. The majority of answers to part c) focused on coastal management strategies in general and did not necessarily link it well with reducing the threat of rising sea level. These strategies covered a range of soft and hard engineering strategies.

For example most of the answers seen described three to four coastal erosion management strategies e.g. gabions, groynes, beach replenishment or sea walls and evaluated their level of success *(‘Explain advantages and disadvantages of different strategies to manage the coastline’* was a level question on the 2011 paper, and had quite possibly been over practiced by centres). On a more positive note it was pleasing to see that the vast majority of answers did link their examples to located, named examples. Those that did achieve level 3 included sea walls and managed retreat into their range of examples and named these in the context of rising sea levels as opposed to the increasing power of waves and erosion processes. A minority of answers concentrated on strategies solely linked to reducing the threats of sea level rise e.g. sea walls, managed retreat or flood barriers. These tended to be linked well and used located examples e.g. Thames flood barrier.

**Question 2**

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| **Year** | **Response to Question** | **Performance Indicator** |
| 2011 | % Candidates Attempting | 47.5 % |
| 2011 | Mean Mark | 10.1 / 20 |
| 2012 | % Candidates Attempting | 45.4% |
| 2012 | Mean Mark | 10.3 / 20 |

Nearly all candidates were able to achieve 2 marks on a)i. In isolated examples the candidates were unable to locate the centre of the ‘low’ accurately. A lack of knowledge and understanding of depressions and fronts was more evident in a)ii. Few were able to achieve level 3 answers with too many unable to recognise the significance of adding the cold front to the sketch and then developing the idea of warmer tropical air for station B and colder, polar air for station A. Indeed, the number of candidates including this level of detail was disappointing on a higher level paper. As with question 1, the quality of annotation can be improved though in this instance a lack of subject knowledge may be the most significant contributor. Candidates seemed better prepared for part b). They should be encouraged to develop examples to illustrate their answer even if not specifically asked for as it adds depth to an answer that may otherwise be presented as a list of different types of technology. In this respect technology is more than weather monitoring equipment and the information provided can inform and support other measures to reduce storms such as evacuation procedures, building design or local planning laws. Good answers were able to develop systems and procedures in the UK or more specifically in the US with mention of the National Hurricane Centre. In such cases the answers showed good understanding and were able to apply their knowledge to the question. Part c) should have been accessible to all candidates at the higher tier. The majority achieved level 3 with some excellent level 4 answers. These referred clearly to summer and winter anticyclones with a brief description of the weather characteristics and detailed, well supported explanations of how such conditions can cause difficulties for people. These candidates showed clear knowledge and understanding, perhaps better than that for low pressure depressions. A minority of candidates included snowfall as a major issue in winter and others developed rainfall, the impact of fronts and flooding in winter.

**Question 3**

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| **Year** | **Response to Question** | **Performance Indicator** |
| 2011 | % Candidates Attempting | 27.6 % |
| 2011 | Mean Mark | 10.6 / 20 |
| 2012 | % Candidates Attempting | 29.4% |
| 2012 | Mean Mark | 10.8 / 20 |

The majority of answers were awarded 2 marks for a)ii. In similar questions candidates should be encouraged to be more specific about naming locations. Identifying a continent may not be precise enough when describing a global distribution. Part a)ii was answered much better than its equivalent in question 2. Candidates showed a better knowledge of interactions between the physical environment and living things. This enabled most to achieve at least level 2. Those who gained level 3 were able to identify and explain the link between decomposition and nutrient availability, develop the process of photosynthesis or work through the importance of rainfall and how it is used by different plants and animals. Very few answers to b) did not achieve level 2 credit. Following the transect they were able to name the subtropical desert at A and the tropical rainforest at B. This was supported by reference to the basic climate characteristics at each point. However, those who achieved level 3 were able to include tropical grassland as part of the transect and also develop an understanding of how climate changes also lead to differences in the nature and amount of vegetation. The best answers used such knowledge to highlight the change between each biome along the transect. Most answers achieved top Level 2 or low level 3 in part c). By far the most popular examples used were the tropical rainforest (usually the Amazon), where candidates referred to sustainable management techniques such as selective and heli-logging, afforestation and ecotourism. Those that did this well easily achieved Level 3 and occasionally Level 4. Shifting cultivation was used by some candidates, but in these cases it became more of a description of the traditional culture without reference to the higher demands of the question. Some answers referred to National Parks in the UK but they were not amongst the best answers. Few gave due consideration to the command at the start of the question, ‘to what extent’. This was reflected in many knowledgeable answers about how people use ecosystems but not the degree of evaluation necessary to achieve level 4. Candidates must be encouraged to note the key words in questions as many are inclined to focus in on topics or examples they have studied and not develop their thinking and communication skills to provide a different perspective as required.

**Question 4**

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| **Year** | **Response to Question** | **Performance Indicator** |
| 2011 | % Candidates Attempting | 91.8 % |
| 2011 | Mean Mark | 11.5 / 20 |
| 2012 | % Candidates Attempting | 89.6% |
| 2012 | Mean Mark | 10.9 / 20 |

Part (a)(i) was answered well with most awarded 2 marks. Important to add my comment from question 3 (a)(i) at this point for the very few that missed out. Where candidates made use of the scale line it was invariably done well and a good skill to be encouraged. The majority of candidates scored Level 2 on (a)(ii). They were able to identify one or two factors but again, as with other (a)(ii) questions many struggled to link their basic descriptive point to a higher level of understanding. In this case how warm, sunny weather mat have affected the nature of tourism. To describe the weather as good is not creditworthy in the sense that ‘good’ weather is not the same for those who enjoy a skiing holiday as against relaxing on the beach. Interestingly, some of the answers seen did not use the evidence in the photo and wrote about factors that were not there e.g. no beach or few activities such as nightclubs. This can be credited but candidates should be encouraged in skills questions such as these to use the photo and focus a response on it. Part (b) was well answered by the majority of candidates, most at a high level 2 with some achieving level 3 if their choice of MEDC region was relevant and provided them with the opportunities to develop an answer. By far the most common case studies used were linked to Spanish regions e.g. Costa del Sol or Majorca. Centres had prepared candidates with different economic, social and environmental impacts and these were clearly evident. However, there is still a common tendency to simply name the location at the start of the answer and then give no other located details. Impacts described after this could apply to most tourist locations and this limits them to Level 2. A better level 3 answer will continually support points made with precise information. The minority that named LEDC locations were limited to Level 1. Most answers achieved a level 3 for part c). Whilst candidates were able to name an example, most were only able to cover some elements of sustainable tourism within their answer. The emphasis on how the management strategy was sustainable was not convincing enough. A wide range of located case studies were used from developing countries such as ecotourism in the Amazon to sustainable trophy hunting in Zimbabwe (e.g. Project Campfire). Less common were case studies from developed countries, though those that did link to sustainable strategies in mass tourism locations such as the Costa del Sol (e.g. building restrictions or promotion of local culture) or national parks in the UK. Few achieved Level 4 as there may have been lack of depth or breadth in the case studies used or answers did not give clear definitions of sustainable tourism. However, this was not penalized if there was evidence that economic, social and environmental factors had been considered as the answer progressed. In some instances the quality of written communication meant that level 4 was not accessible. With the introduction of SPAG from 2013, this will be an issue that teachers and candidates can identify for improvement.

**Question 5**

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| **Year** | **Response to Question** | **Performance Indicator** |
| 2011 | % Candidates Attempting | 45.0 % |
| 2011 | Mean Mark | 11.2 / 20 |
| 2012 | % Candidates Attempting | 47.8% |
| 2012 | Mean Mark | 11.6 / 20 |

The majority of answers scored 2 marks for a)ii. For some their estimate of 11% was not accurate enough. Almost all papers seen gained 1 mark for accurately drawing in smallest ‘express stores’ accurately. Those that did not score both marks drew lines carelessly. A very small minority draw the lines in the completely wrong position e.g. making superstores 19% instead of 29%. As with all (a)(ii) style questions this year the majority of answers managed to identify one or two reasons, but many had difficulty in developing the points. The best answers related to reasons for the location of the larger ‘Extra’ stores that were usually linked to communication, access, land availability and cost. Candidates must refrain from the word ‘easy’ to describe access and be encouraged to use terms such as ‘improved’ or ‘more efficient’ linked to roads such as motorways. Reasons for the location of the smaller ‘Express’ stores were less well done.

Many answers did not cover bothtypes of stores and were therefore limited to Level 2. This draws attention to the fact that candidates do need to focus on key command words in the question. Very few identified the ‘convenience’ nature of the products sold in such stores as against the larger extra stores. In part (b) the majority of answers had little problem achieving Level 2. To their credit, candidates did refer to patterns shown on the graphs. Level 2 answers usually referred to internet competition causing a loss of shoppers to towns and cities and the effect of shops closing down, most often those selling books or music. This may then have developed to a loss of profits, loss of jobs and/or closures. Many answers gave very good internet based case studies e.g. Amazon.co.uk. However, these unfortunately focused on the advantages that internet based retail companies like this brought to the shopper rather than link this to the negative impacts this would have on traditional outlets in towns and cities. As with other parts of this report, it is the attention to detail and command words that delivers the extra credit. The majority of answers to part c). gained Level 2 and identified simple disadvantages (most commonly) e.g. workers receiving poor wages. To achieve level 3 some evidence of an example was required in addition to the inclusion of advantages and disadvantages. The best answers at levels 3 and 4 used examples such as Fair-trade, exploitation by large TNCs e.g. Primark in India or types of agriculture e.g. cocoa farmers in Ghana or flowers in Kenya. A minority looked at the knock on effects of advantages e.g. profits earned by developing country workers being taxed and then used for healthcare and education.Many of the answers focused on advantages for consumers in MEDCs and effects on the environment as goods were being transported globally. Answers that focused on global trade effects such as this achieved a maximum of Level 2 as the focus of the question was for people in developing countries.

**Question 6**

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| **Year** | **Response to Question** | **Performance Indicator** |
| 2011 | % Candidates Attempting | 6.0% |
| 2011 | Mean Mark | 11.4 / 20 |
| 2012 | % Candidates Attempting | 5.3% |
| 2012 | Mean Mark | 10.5 / 20 |

This question proved to be the least popular option for candidates. Evidence showed that a)i was answered well by most, using the ‘all renewables’ line to describe change from 1993 to 2010. Where provided, quantification was estimated rather than accurately calculated. Candidates need to avoid the use of terms such as ‘approximately’ or ‘just under’ and this point is relevant to all similar questions when being asked to describe a pattern or trend. Again as with all other (a)(ii) questions the candidates identified location factors, the most common being rainfall levels but few developed the points into more complex answers. In part (b) the majority of answers commented on the negative impacts to the natural environment; e.g. the noise and visual impacts of wind turbines. Wind power was the most commonly used example but there are positive factors to consider, both on land at sea. In addition there are other renewable energy sources that do not seem to get the same attention; e.g. the Severn Barrage. Whilst the question did not ask for examples, very few answers actually referred to one though this can easily help to support development to a higher level. This should be encouraged by centres. In part (c) there were few Level 4 answers. Most did not go beyond Level 2. The answers seen did go straight into referring to a need for developing a combination of renewable power for the future e.g. wind and tidal power. Little justification for their choice was seen in the answers. Very few commented at the start to non-renewable sources running out or WAG targets regarding renewable generation or a need for reduction in carbon emissions.

**Key areas for Improvement**

1. Quality of drawn or annotated / labelled diagrams has been a weakness of many candidates for a number of years. This is an important skill and an improved standard can enable many candidates to be awarded higher marks.

2. Map reading skills and the difference between good quality annotation and basic labelling.

3. Candidates must apply their knowledge and understanding to explain different factors that are appropriate to their answer. Case studies are often named but not developed within the answer. Add specific detail from case studies to show better knowledge and understanding.

**CONTROLLED ASSESSMENT**

*Principal Moderator:* Geraint Williams

**There was a general improvement in administration compared to 2011, but there are still a few points of which some centres need reminding.**

1. There were examples of a number of addition errors. Care needs to be taken when adding up the component marks for each AO, and also when transferring these marks onto the online system.

2. A number of examples were seen where the candidates and/or the teachers had not signed the authentication sheet. As was stated last year, this is an essential part of the procedure and is a requirement of the specification.

3. A small number of centres did not include a copy of the resources and guidance notes that had been given to candidates. There is no need to include one copy per candidate.

4. In some instances, there was no reference to whether the services of a controlled assessment advisor (CAA) were used. Some still think of the link between the centre and a CAA as being compulsory, and just to notify the WJEC of their intentions. This should be a service to offer advice, and in some instances requires more than the one contact.

**Annotation of Candidate’s Work**

There were a few examples of work where there was little evidence of either marking or annotation. It is a requirement that before the work is sent for moderation there should be a clear indication on the work where the marks have been allocated. The grids were developed to assist in this process, but there should be more than just a mark opposite each of the AOs. Best practice would be some examples of why the marks have been allocated in the body of the work e.g. an example of why a mark had been given at level 4 in the DME by indicating an example of recognising bias in an opinion.

**AREAS WHICH NEED TO BE DEVELOPED**

Marks were allocated in both pieces of work at the highest level, even though there was little to justify those marks. There were also examples of very good work, where candidates had demonstrated an understanding of a particular topic, with clear evidence of level four criteria.

**FIELDWORK**

* It was good to see that some centres had diversified their topic areas and made use of a wider range of generic titles than last year. There were examples of very good work, where there was a clear focus enabling candidates to make valid conclusions.
* Candidates who had not been given a specific question, linked to the generic title tended to produce very descriptive reports. Better tasks were set up with clear question/hypotheses at the start. Those that had been given too many hypotheses tended to produce work lacking in depth.
* Candidates have to be told that they need to develop some questions themselves (level four AO3). If they are given an overarching question then they should be encouraged to think of other sub questions in the body of the work.
* In some instances, more thought needs to be given to data collection. Candidates need the opportunity to choose data, but need to ensure that the choice is a reasonable one in the time given.
* Wider range of presentation techniques needs to be encouraged and candidates should be able to demonstrate independence in selecting and analysing techniques used to present data. There also needs to be a greater linkage between the written work and the presentation techniques. A variety of techniques used in the body of the work is of far greater value than numerous ones at the end with no reference made to them in the work.
* When maps, graphs and other techniques are used, it is important that they are completed correctly e.g. headings and a compass point on maps.
* More in depth analysis and interpretation of the data is needed, especially at the higher levels. Many just describe graphs, with no reference to the processes, for example, in a river study (which is still the most popular topic for fieldwork).
* As stated in the report for 2011, centres should look at the mark scheme before developing their fieldwork task, to help ensure that all parts of the marking scheme are accessible. More thought needs to be given to many aspects of AO2 and AO3, especially at the higher levels e.g. wider geographical enquiry in AO2.

**Decision Making Exercise**

As in the Fieldwork, there were examples of very good work, where candidates had arrived at a decision based on analysing relevant data, and the work of the individual was apparent.

Similar to the fieldwork, there are areas which some centres need to consider/develop.

* Some centres create tasks that encourage essay writing rather than decision making. Centres are encouraged to use the CAA service.
* The DME task should be apparent at the beginning, and not appear from nowhere in the last page e.g. "so my opinion is…"
* Candidates should be provided with some resources, but some centres have a tendency to overload candidates, which makes it more difficult to demonstrate independence with their research and selection of material.
* Greater emphases is needed on the concept of sustainability within AO2. This is a key requirement, and therefore should be considered carefully when selecting a topic or issue.
* Many candidates used opinions in their work, but only a small number went on to analyse those opinions for bias, which is a clear level four demand of AO3.
* Work which is quoted or copied must be referenced. This then must be used for a purpose. This is very important for candidates to realise when using given resources or when carrying out individual research.

**Summary**

Centres should consider their order of teaching and link the assessment clearly to the teaching of the unit. This would help candidates recognise some of the more demanding parts of the mark scheme e.g. sustainability and wider geographical enquiry. Remember again that it is important to start with the mark scheme.

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