RECOGNISING ACHIEVEMENT

GCE

Geography

Advanced GCE **A2 H483**

Advanced Subsidiary GCE **AS H083**

OCR Report to Centres

June 2013

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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OCR REPORT TO CENTRES

Overview

General Comments

There seemed to be a marked rise in standards of work at the top this session, especially at A2. Some candidates still struggle to express their ideas, particularly in Section A in all four papers, whilst essay answers in Section B were noticeably of higher quality. Candidates need to understand that it is in the short answer questions that clarity and conciseness are vital.

Candidates need to carefully read the full question or key terms in the question, especially at A2. Not doing this is the single biggest cause of under-achievement. Too many candidates offer pre-learnt answers that do not fit exactly the demands of the wording of the question. Some geographical or specification terms were not understood eg social opportunities and dereliction.

Another general point that should be considered is the need to be specific rather than generic. Sentences such as: '*This money can go towards improving the infrastructure and facilities for the local people and it could improve the quality of life.'* actually say very little and do not demonstrate the level of knowledge and understanding expected.

The quality of handwriting remains an issue. Centres should consider using word processors for their candidates where this is a problem.

Comments on the AS units

Consistency is the key for doing well at AS. A few weak answers in Section A, often the last part of a question, greatly reduced the overall level of performance. A consistent performance did tend to achieve at a higher level than one that contained excellent answers but also careless slips.

Those aspects of the examination that were encouraging included: good knowledge and understanding of the topics (especially cause and effect) and broadly effective essay writing, which is often a new challenge to AS candidates.

Section A

Parts (a) and (b)

Key points to remember:

- Refer specifically to the data or the resource shown in the figure in part (a)(i) eg in F762 too many candidates did not use any place information or misquoted grid references.
- Follow the instruction to describe (what can be seen) rather than suggesting generic points.
- Carefully read the particular terms in questions.
- Keep to the number of points requested. If it says two, don't do three or more – if in doubt number them.
- Don't include irrelevant 'chat' or introductions that repeat the question.
- Ensure that basic geographical terms are understood.
- Clearly indicate in the margin which Section B question is being answered
- Clearly indicate when answers go onto additional pages

Parts (c)

Key points to remember:

- Ensure that appropriate examples are used.
- Ensure that terms used in the questions are addressed eg F762 Q1(c) focused on managing waste, not on why it isn't being managed.
- Ensure that key terms are understood eg land degradation.
- Include sketch maps or diagrams if appropriate.
- Don't include long sections of irrelevant material eg an account of the Olympics site development in an account of waste management.
- Include material that is clearly and tightly based on the example(s), rather than a lot of generic material.
- Ensure that when a second example is used it does not just repeat what the first exemplified eg lack of sewage systems repeated for three LEDC cities in F762 Q1(c)

Section B

Essays were usually well argued and candidates usually scored well in this section but to be even more effective candidates need to:

- Read the question fully and carefully so that key words are not missed eg 'within urban areas' in F762 Q5, or trigger terms are responded to eg 'factors' in F762 Q7 & Q8.
- Keep to a few detailed examples, rather than a lot of repetitive superficial ones.
- Show some attempt at a conclusion as the mark scheme rewards clear or effective conclusions – AO3 marks often lift answers.
- Be wary of chatty introductions.
- Think if a sketch map or diagram helps the argument.
- Keep answers relevant to and focused on the question posed.
- Try to keep answers analytical and explanatory, rather than be purely descriptive.
- Make answers locational with a clear sense of place. Exemplification of the 'eg Manchester' type is not effective.
- Use more local examples.
- Structure answers using paragraphs, each with a distinctive aspect.
- Produce a plan, which helps organise an answer.

Comments on the A2 units

The key at A2 is the ability to evaluate. Some candidates do not seem to appreciate what this means so gave broad descriptions. Typically in F764 candidates were asked to evaluate the success of an aspect of their own investigation but often this resulted in a description of how they did their investigation or how they would improve it. In F763 too many candidates gave lengthy sections on the causes of their issue(s) in Section A.

The key issues were similar to AS. Candidates must learn to:

- Read the question carefully and then answer each aspect of it.
- Know the technical terms that are used eg data presentation is different to data analysis.
- Be relevant – don't include material not needed. Too much description of the fieldwork often occurs in Q4 and Q5 in F764.
- Exemplify with a clear sense of space or location.
- Use diagrams to illustrate points – especially in F764.
- Structure their work with a worthwhile introduction and conclusion.

F761 Managing Physical Environments

General Comments

Overall, the paper produced results that were similar to those of previous series, although there were topics examined that did not seem to be familiar to some candidates. These included managed retreat and factors influencing climatic processes, both of which are explicitly mentioned in the specification.

Many candidates provided answers that were very well focused on the demands of the questions set. Essays often contained extensive case study material; this could have been used more effectively as supporting evidence. Explanatory links were often stated rather than being fully explained. Technical terminology of the subject was often widely and appropriately used.

Diagrams were sometimes included and these were often beneficial to the answer. If these are drawn in places other than as part of the written answer, candidates should indicate where they have been drawn.

A very small number of candidates made rubric errors, with some answering both Q1 and Q2 and others combining Q1 and Q5 or Q2 and Q6.

There was very little evidence of candidates not having enough time to complete the paper. It would be helpful if candidates indicated at the end of a question if they have continued their response elsewhere. This should be on the additional writing pages at the back of the booklet rather than on supplementary answer sheets, unless there is insufficient space in the booklet.

Comments on Individual Questions

Section A

River Environments

1 (a) (i) This question was answered well by most candidates. High scoring answers identified a piece of evidence and then described its appearance or location. Answers sometimes contained un-necessary explanation. The ox-bow lake often needed more description, with references to its separation from the main channel being valid.

1 (a) (ii) This question produced many weak or moderate answers. The best answers explained why the river may have <u>lost</u> energy; reduced gradient being the most common. Weaker answers tended to refer to energy levels being low, rather than the loss of energy; low velocity on the inside of the meander bend often being cited.

1 (b) Most candidates scored well on this question. Many referred to development increasing flood risk or building on floodplains putting development at risk of flooding. Others considered environmental impacts of development. These could have been more explicit, as many simply stated that “damage” could be caused. The best answers referred to particular examples of development and linked this to clear environmental impacts, such as contamination of food chains by industrial waste.

1 (c) Answers to this question were generally well focused on social impacts. Some were side-tracked onto economic impacts such as the cost of damage or the loss of trade and employment. Such references could be made relevant by linking them to the reduced quality of life experienced by those losing employment. Explanation of the impacts could have been clearer and fuller; deaths typically result from drowning. Some good answers were seen that explained how water supplies can be contaminated by sewage leading to an outbreak of cholera. The use of data from a located example is important for the award of high marks.

Coastal Environments

2 (a) (i) This was answered quite well by most candidates. High scoring answers identified a piece of evidence and then described its appearance or location. Answers sometimes contained un-necessary explanation. Some answers needed more description of the spit, possibly by referring to its shape.

2 (a) (ii) Many candidates focused their response almost entirely on longshore drift. This was not creditworthy unless it was linked to deposition. Answers needed to refer to the loss of energy, for example at the top of the swash or in the sheltered environment behind the spit. Many made simple statements about groynes trapping sediment. These could have been improved by explanations of how the groynes interrupt the transfer of sediment by longshore drift.

2 (b) **Most** candidates scored well on this question. Many referred to development being at risk of cliff collapse due to high rates of erosion. Others considered environmental impacts of development. These could have been more explicit, as many simply stated that “damage” could be caused. The best answers referred to particular examples of development and linked this to clear environmental impacts, such as contamination of food chains by industrial waste.

2 (c) Many candidates seemed unclear about managed retreat with many answers referring to a “do nothing” approach. The best responses explained how allowing coastal environments to flood leads to the development of salt marshes which then absorbed wave energy as the vegetation provides friction which slows down waves. Answers could have been improved by explaining how human activities/buildings at risk could be moved back from the coastline in a controlled manner to remove them from risk. Correct examples were often used. Some were inappropriate and referred to “hold the line” strategies by both hard and soft engineering methods.

Cold Environments

3 (a) (i) Climate graphs are a familiar resource in this paper and most candidates described them accurately. Good use was made of data as evidence and the majority recognised seasonal variation. A number of candidates confused the two variables, which led to comments about the winter being warmer than the summer, which they should have recognised as inappropriate.

3 (a) (ii) Answers to this question were of very variable quality. Some had a secure understanding of the influence of factors such as altitude and latitude and these were well linked to the climatic characteristics of the location. Information on the graph was provided as a stimulus. When explaining the influence of latitude, some answers would have benefitted from reference to the angle of the sun’s rays, rather than the length of day and night. There were many answers that suggested a complete absence of knowledge of climatic factors.

3 (b) This question was very well answered by many candidates. The majority used freeze-thaw as one process and this was invariably fully outlined. The second process was typically pressure release or carbonation. With the latter there was some confusion over the chemical reactions involved with some suggesting that water becomes acidic due to contact with limestone. The best answers finished with a reference to the breakdown or decay of rock. Some candidates used inappropriate processes, often erosional such as plucking. Others used processes more typical of hot arid environments.

3 (c) The key to success in this question was for answers to refer to the gains achieved from human use of the environment, and for the short-term nature of the gains to be explicit. Case study material was often short of data and it would be useful for evidence to be provided of the size of resource reserves, the number of jobs created or the value of the trade generated. A clear link to the short-term nature of the gain could have been made by detailing how long finite resources might last. Those who addressed this with reference to environmental impact tended to lack detail in their answers with many simply stating that there had been “damage” or “destruction”. It would have been better if such answers had mentioned particular species and precise impacts, such as disturbance to migratory routes.

Hot Arid and Semi-Arid Environments

4 (a) (i) As in question 3, good use was generally made of data as evidence and the majority recognised seasonal variation. A number of candidates confused the two variables, which led to comments about the winter being warmer than the summer, which they should have recognised as inappropriate.

4 (a) (ii) Again, performance here was similar to question 3, with answers being of very variable quality. Many mentioned the influence of the Hadley Cell. To explain this fully, reference needed to be made to the sinking and warming of the air meaning that clouds are unlikely to form. Other valid factors included continentality and cold ocean currents. Although apparently contradictory, no information was provided about the distance from the sea of the location and so candidates were not expected to know this; both were therefore possible factors. Again, the angle of the sun’s rays was the key to successful explanation of the influence of latitude on temperature.

4 (b) This question was very well answered by many candidates. The majority used insolation/exfoliation as one process and this was invariably fully outlined. The second process was typically salt crystallisation or wetting and drying. With the former answers often needed to refer to the growth of the crystals as the cause of stress being exerted on the rock. With the latter, it was expansion and contraction.

4 (c) The key to success here, as in question 3, was for answers to refer to the gains achieved from human use of the environment, and for the short-term nature of the gains to be explicit. Case study material was often short of data and it would be useful for evidence to be provided of the size of resource reserves, the number of jobs created or the value of the crops grown. A clear link to the short-term nature of the gain could have been made by detailing how long soil fertility might last. Those who addressed this with reference to environmental impact tended to lack detail in their answers with many simply stating that there had been “damage” or “destruction”. It would have been better if such answers had mentioned particular species and precise impacts, such as contamination of food chains.

Section B

River Environments

5 Most candidates showed an awareness of a wide range of factors. Their influence was well explained in some cases, especially in terms of deforestation or urbanisation leading to increased rates of surface run-off. Some factors, such as heavy rainfall, needed to be explained more fully; reference to rainfall rates exceeding infiltration rates would have helped. Many stated an example at the start of a section without then using this as evidence of the factor being addressed. For example, rainfall data for a particular location/event could have been provided. Commonly used examples included Bangladesh, River Thames and Boscastle. To access high marks in Assessment Objective 2 (AO2), explicit comments need to be made about the factors. This could have been about the mix of physical and human factors or the importance of one specific factor in a particular event. Candidates scoring well in Assessment Objective 3 (AO3) typically had a clear introduction, an appropriate conclusion and good use of technical terminology, especially of processes in the drainage basin cycle.

Coastal Environments

6 Candidates showed wide-ranging knowledge of methods of coastal protection. Many differentiated between hard and soft engineering and some also used managed retreat. A “do nothing” approach was not really relevant as it does not offer protection, although some were able to ensure its relevance by explaining how it can provide a sediment supply for places further along the coast. The focus of the question was on the issues; including cost, effectiveness, visual appearance and environmental impact. Many answers were heavily based on the methods themselves with the issues only being mentioned in passing. Evidence from examples was required and this was often lacking. Detail of the costs and expected life-span of particular methods would be useful. A very wide range of locations were used as examples in order to secure a variety of methods that could be addressed. High quality answers often commented on the difference in the issues between hard and soft engineering. Comments about the spatial and temporal scales of the issues would also have helped candidates reach the top marks in AO2.

Cold Environments

7 Answers to this question were of variable quality. The best responses included specific case study evidence, explained impacts fully and covered both positive and negative impacts. Commonly used examples included Alaska, The Alps and Nepal. Sometimes impacts were not fully explained. A good illustration of this is the impact of oil pipelines on animal migration. Many candidates stated that migratory routes have been disrupted. Few explained the consequences of this. In Alaska, for example, caribou migrate between seasonal feeding grounds and so food shortages occur leading to a decline in herd sizes if they are unable to access the appropriate locations at the correct time. It was useful for candidates to make a contrast between positive and negative impacts. This was often achieved with reference to the creation of nature reserves and regulations to limit the impacts of human activities such as tourism and resource extraction. Sometimes answers lacked focus on ecosystems and dealt with the environment more broadly. This was especially true in the case of thermokarst development.

Hot Arid and Semi-Arid Environments

8 Similar issues to those seen in question 7 were evident in question 8. Overall, the quality of the answers was rather better. Commonly used examples included Arches National Park, Draa valley and Khushab region. A lack of explanation was sometimes evident, when dealing with over-grazing or over-cultivation, for example. Links needed to be made explicitly to soil fertility. Occasionally there was a lack of focus on the ecosystem; plants, animals, soil. This was particularly evident in answers using the Valley of the Kings as an example, where the impacts of tourism were on the tombs, not the ecosystem. Comments about the balance of the evidence between positive and negative impacts or the timescale of the impacts helped candidates to access high marks for AO2. These comments can be made in the body of the essay or in the conclusion.

F762 Managing Change in Human Environments

General Comments

Virtually all candidates completed the paper, suggesting a high level of preparation in relation to the timing of the paper. There were very few rubric errors.

The use of the resources (part (i)) was not always consistent; errors in basic skills costing a significant number of candidates what might be considered fairly easy marks. The follow on question (part (ii)) was often answered effectively, although a number of candidates did not develop the ideas which they had identified in part (i). For some candidates this might suggest a basic lack of practice in relation to the use of resources and a lack of appreciation of how parts (i) and (ii) are usually linked together.

Responses to the six mark questions generally showed a good level of basic understanding and in many cases some sound development. However, a number of candidates did not respond to the command which asked for “two” factors and went on to mention three or four points. This often resulted in rather superficial answers and was usually self-limiting.
A significant number of candidates used appropriate and well developed examples in the nine mark questions (c), at times to great effect.

Responses to the essay questions were generally sound, although answers to Questions 7 and 8 were often either very generic or focused on a narrow range of examples when a wider, more global context may have given better opportunities to address the question. On the essays candidates showed a good level of understanding and in many cases considerable locational detail. It was evident that the majority of candidates had been effectively prepared for the essay and a significant proportion of candidates drew up a clear plan which was then used to produce a structured essay, often with a sound conclusion.

Two general concerns were identified from a number of scripts. Firstly, it was evident that a number of candidates did not understand some of the basic specification terminology. Terms such as; urban/rural dereliction, land degradation, social opportunities, ecotourism and economic differences, were not always well understood, resulting in candidates not fully addressing particular aspects of certain questions. A second concern was the use of examples which were somewhat generic or not entirely appropriate, at times because of the context of the question. While general examples (which give ideas about the topic rather than consider the specific aspect of the topic under discussion) can give some insight into the question they often lead to answers which are rather vague or superficial and can be very descriptive. Well chosen and effectively developed examples can be a significant factor in helping to show a depth of understanding. The choice of example(s) often dictates the overall quality of the response, this is very noticeable at the higher mark levels.

Comments on Individual Questions

Section A

Managing Urban Change

1 (a) (i) It was evident that a considerable number of candidates had either not been effectively trained in the use of Ordnance Survey maps or had very poor map reading skills. There were a considerable number of basic errors in relation to grid references, direction and use of the key. In some cases candidates noted functions and land uses that did not exist on the maps or made very generalised identification points such as "tourist features" without identifying specific features. Those candidates who were able to use accurate map reading and interpretation skills generally scored full marks. In many cases they identified both large scale changes (general land use or area and transport networks were commonly used) and smaller scale individual changes.

1 (a) (ii) Responses to this question were variable. A significant number of candidates developed points identified in (a)(i) and produced thoughtful and appropriate responses, in most cases offering sufficient development to achieve Level 2 marks. However, in some cases candidates virtually ignored the changes identified in (a)(i) and either attempted to discuss different aspects of change or simply considered reasons for the types of land use or functions found on the 2011 map. Since the question specifically requested discussion about the changes identified in (a)(i) these approaches were somewhat self-limiting. A more worrying aspect of a small number of answers was where candidates appeared to completely misunderstand the context of the map/question and consider reasons in relation to rapidly developing cities in the developing world. These answers generally focused on inward migration and the growth of industry and consequent increasing demand for housing and subsequent growth of slum areas.

1 (b) Responses to this question were often quite simplistic and tended to focus on decline rather than dereliction. Many candidates appeared to have the view that every time a business closed or a person moved home the result was that the vacated building automatically fell into dereliction. While there was some credit for showing an appreciation of how economic decline can put areas under pressure this approach did not always allow candidates to show a clearly detailed cause-effect link. Those candidates who made specific reference to particular industrial sectors or points about inner city issues were often able to explain effectively how individual buildings or urban areas moved toward a situation of dereliction. A number of candidates developed their answers around specific examples. Although not required by the question this approach was often helpful because it provided a framework within which candidates could show a detailed appreciation of cause-effect links.

1 (c) Most candidates showed an awareness of the question and were able to describe some methods of how waste is being managed in urban areas. In many cases responses tended to focus on a largely generic description of recycling, often with only tentative locational reference. There was a sense with these answers that candidates had not really studied the topic but were perhaps relying on their own local experience. Those candidates who had clearly studied the topic generally produced sound responses, often identifying a range of management strategies in some detail. These included communication strategies with the public and business, identification and management of different types of waste, methods of disposal and pricing strategies. In general terms those candidates who focused on one case study tended to produce more detailed responses. Using a number of different case studies often resulted in repeating similar ideas.

Managing Rural Change

2 (a) (i) It was evident that a considerable number of candidates had either not been effectively trained in the use of Ordnance Survey maps or had very poor map reading skills. There were a considerable number of basic errors in relation to grid references, direction and use of the key. In some cases candidates noted functions and land uses that did not exist on the maps or made very generalised points such as "tourist features" or "water features" without identifying specific features. Those candidates who were able to use accurate map reading and interpretation skills generally scored full marks. In many cases they identified both large scale changes (general land use or area and transport networks were commonly used) and smaller scale individual changes.

2 (a) (ii) Responses to this question were variable. A significant number of candidates developed points identified in (a)(i) and produced thoughtful and appropriate responses, in most cases offering sufficient development to achieve Level 2 marks. However, in some cases candidates virtually ignored the changes identified in (a)(i) and either attempted to discuss different aspects of change or simply considered reasons for the types of land use or functions found on the 2011 map. Since the question specifically requested discussion about the changes identified in (a)(i) these approaches were somewhat self-limiting.

2 (b) Responses to this question were often quite simplistic and tended to focus on decline rather than dereliction. Many candidates appeared to have the view that every time a farm was taken over or a person moved home the result was that the vacated buildings automatically fell into dereliction. While there was some credit for showing an appreciation of how economic decline can put areas under pressure this approach did not always allow candidates to show a clearly detailed cause-effect link. Those candidates who made specific reference to particular industrial sectors (usually agriculture or mining), points about remoteness, lack of inward investment or economic opportunities were often able to explain how rural areas moved toward a situation of dereliction.

2 (c) The term "land degradation" clearly confused a number of candidates, many of whom drifted into discussion about economic decline in rural areas. While this approach allowed some insight into the idea of land degradation the focus of many answers tended to move away from the key idea of the question, consequently making answers increasingly inappropriate. Those candidates who did respond to the idea of land degradation generally produced sound responses. The main focus for many of these answers was agriculture, many candidates offering a detailed analysis of how farming methods had damaged land and landscapes and describing how these environments were now being improved. A smaller number of candidates used industry (mining/quarrying) or tourism as a vehicle to explore the question. The use of land reclamation schemes in areas of mining/quarrying provided an excellent opportunity to address the question for a small number of candidates. Responses that used tourism often focused quite narrowly on footpath erosion, where responses often tended to be quite generic.

The Energy Issue

3 (a) (i) Most candidates used Fig. 3 effectively to identify the differences in the energy mix of the two countries. A significant proportion used specific data to identify particular differences. A number of candidates simply described the energy mix of each country (often in considerable detail) without actually considering "differences" as expressed in the question. This did not fully address the question and was consequently self- limiting. A small number of candidates appeared to be confused about the terms "renewable" and "non-renewable".

3 (a) (ii) The majority of candidates showed some understanding about the reasons for the differences in the energy mix between Canada and Nepal. In most cases the reasons focused on the consideration of differences in levels of development. This idea was used in a number of different contexts, including observations about levels of infrastructure, availability of investment and technology and the impact (in Nepal) of being a largely rural, agricultural economy. The major observation made which was not directly linked to the idea of development focused on resource availability. A small number of candidates appeared to be confused about the terms "renewable" and "non-renewable".

3 (b) The idea of "social opportunity" was not always clearly understood, a significant number of candidates drifting into discussion about economic opportunities. Where there was some link or implied link to social conditions this approach had some merit, but in a number of cases this link was not clear and consequently answers tended to be slightly self-limiting. Those candidates who focused on social opportunities usually produced excellent answers, often bringing in examples of both direct and indirect social opportunities to great effect. Although not requested by the question, a significant number of candidates brought in examples (from both MEDCs and LEDCs) of where energy revenues had been used to improve social conditions. This was often useful in helping to develop ideas.

3 (c) The key to this question was the extent to which candidates picked up the idea of "explain the increasing use of renewable energy". Most candidates offered a very detailed description of how renewable energy is being developed in particular locations, often including an impressive level of detail. While this provided a useful starting point for the question it did not always "explain" why renewable methods were being developed in particular places. Those candidates who both described the methods being used and offered clear reasoning for their development within a locational context often produced excellent answers. Here, observations about limited fossil fuels, relative energy prices, responding to increasing energy demands, local and international environmental concerns and environmental legislation were frequently used, often to great effect.

The Growth of Tourism

4 (a) (i) Most candidates used Fig. 4 effectively to identify the changes in International tourist arrivals between 1990 and 2010. A significant proportion went on to use specific data to highlight the identified changes. A considerable proportion of candidates did not appear to fully understand the data, interpreting it as changes in number rather than changes in proportion. While this did not always make a tremendous difference to this question, when this idea was carried through to question (a)(ii) it often meant that responses were more focused on reasons for decline rather than reasons for changing proportions.

4 (a) (ii) The majority of candidates showed some understanding about the reasons for the changes expressed in question (a)(i). A considerable number of candidates made generic points about factors such as rising incomes, increasing holiday leave and improvements to transport systems. While these observations were worthy of some credit they did not really explain the change to the pattern of arrivals, consequently they did not fully address the question. Those candidates that clearly picked up the idea of proportionate change from Fig. 4 generally produced excellent answers, many identifying points about how tourism is part of the development process in parts of Asia and the Middle East, how political stability and increasing freedom is opening up areas to tourism and observations about infrastructure developments specifically related to tourism.

4 (b) The majority of candidates showed a good understanding of the question and were able to identify two clear ways that tourism can affect local communities. The quality of responses was generally dictated by how effectively candidates picked up the command "explain" in the question. A wide range of ideas were expressed, picking up social, economic and environmental observations. The question allowed the possibility of both positive and negative changes, responses showed a fairly even balance in this context.

4 (c) Responses to this question were variable. There were two main reasons for this. Firstly, it was evident that a number of candidates were not totally clear about the term "ecotourism" and consequently used examples that were not entirely appropriate (use of National Parks and the Antarctic were, at times, limiting). While this still allowed some insight into managing sensitive areas it often proved rather self-limiting in relation to fully addressing the question. The second reason for the variability of responses was the extent to which candidates actually answered the question. In many cases candidates interpreted the question as describing how the negative environmental impacts of tourism are being managed rather than the more pro-active idea of how ecotourism practices are ensuring that negative impacts do not happen in the first place. This may be a slightly subtle distinction, but it tended to separate the candidates at the highest level because the first approach was often quite descriptive while the second allowed a better opportunity for some analytical discussion.

Section B

Managing Urban Change

5 There were some very impressive responses to this question and it was evident that the majority of candidates had a good general understanding of urban deprivation. The quality of responses was often dictated by the choice of case studies and the depth of locational detail. Many candidates decided to use a comparison between an MEDC and an LEDC city. While this often produced some interesting and good quality factual essays it did not always easily lend itself to addressing the key idea in the question of "economic differences within urban areas". Those candidates who used different parts of one urban area were often better placed to fully address the question. Comparing parts of inner city Birmingham with regenerated areas or outer suburbs or comparing the more affluent parts of Nairobi with the slum of Kibera often provided an excellent vehicle to address the question. The key to many questions is not just "using an example", it is selecting the most appropriate example or "fitting" the example to the question.

Managing Rural Change

6 There were some sound responses to this question and it was evident that most candidates had a good general understanding of the key idea expressed in the question. The quality of responses was often dictated by the choice of case studies and the depth of locational detail. In some cases candidates used one local area (often Oxfordshire or parts of Norfolk) and based their answer on the relative economic opportunities that exist in different parts of their chosen area. This approach was increasingly successful when areas which had very different economic backgrounds were used. A number of candidates used more extreme comparisons, often selecting areas with strong tourism possibilities or good communication links with more remote, isolated areas (in some cases isolated islands where population numbers are in decline). This approach often generated very interesting essays and when the examples were used effectively answers showed a high level of locational and analytical detail.

The Energy Issue

7 The majority of candidates showed a good general understanding about the factors that influence energy supply, many bringing in points about resource availability, economic costs, political influences and environmental factors. The major differentiating factor in relation to candidates responses was how they approached the question instruction "Explain how the global pattern……..". Many candidates simply focused on one or two examples, at times offering considerable detail about the factors that have influenced energy supply in relation to their selected examples. While this was often a useful way of showing a general understanding of the question and bringing in a range of influences it did not really fully address the idea of "global pattern" expressed in the question and often quite significant influencing factors were overlooked because they did not feature in the chosen examples. Consequently this approach tended to limit the opportunity of addressing the "variety of factors" idea expressed in the question. A number of candidates focused on energy demand rather than supply, as expressed in the question. Where observations about demand were linked to supply, responses were clearly creditworthy. However, in many cases detailed discussion about demand factors created limited opportunities to fully address the question.

The Growth of Tourism

8 The majority of candidates showed a good general understanding about the factors that influence the growth of tourism, many bringing in points about increasing incomes and leisure time, the development of transport networks, the growth of the tourism industry and broader political influences. The major differentiating factor in relation to candidates responses was how they approached the question instruction "Explain how the global pattern……..". Many candidates simply focused on one or two examples, at times offering considerable detail about the factors that have influenced the growth of tourism in relation to their selected examples. While this was often a useful way of showing a general understanding of the question and bringing in a range of influences it did not really fully address the idea of "global patterns" expressed in the question and often quite significant influencing factors were overlooked because they did not feature in the chosen examples. Consequently this approach tended to limit the opportunity of addressing the "variety of factors" idea expressed in the question. A number of candidates focused on historical considerations, in some cases these were very general and not always accurate in relation to time and place ("the growth of package holidays started in the 1990s", "the development of jet aircraft in the 1980s"). Also, detailed discussion about the growth of British seaside resorts tended to limit the opportunity to consider more contemporary influences.

F763 Global Issues

General Comments

Candidates generated a wide range of responses in terms of quality, both as regards to geographical knowledge and understanding and also the prose written. Candidates in the upper quartile were distinguished by the substance and authority of geographical content. This was set in the context of clear structures to their responses whose organisation allowed convincing arguments to be put forward which were well supported by suitable real world examples. The critical use of models and theories by many of these candidates added depth to responses. Examiners reported reading too many scripts whose authors had clearly engaged with the course with energy and resolve, but who simply replicated pre-learned material, especially in narrative form, which did not directly address the question set.

An issue raised by examiners is that the quality of hand writing continues to decline. That this matters in terms of assessment is that words and phrases are illegible and so the flow of argument and meaning can be hidden.

Comments on Individual Questions

Section A

The format of this Section is well known to candidates with the majority taking the structure of the question across into their responses. There remain those who offer multiple issues which can potentially lead to confusion when trying to link up ‘issue’ and ‘appropriate strategy’. Detailed explanations of the issues are not required and time taken up on these can result in rushed and often incomplete essay responses in Section B.

Earth hazards

1 The vast majority of the many candidates answering this question set in the context of flooding did so successfully. Issues associated with flooding such as social or economic dislocation were identified and appropriate strategies suggested. A distinguishing aspect was recognised when a response went on from simply stating a strategy (construction of embankments along the river banks) to linking it explicitly with reducing risks from flooding (increasing the capacity of the river channel to hold water). Likewise the often mentioned strategy of afforestation was most convincing when set in the context of the river’s upper catchment and linked with increased rates of evapo-transpiration and lengthened lag times. It was encouraging to read comments about Germany’s abilities as an MEDC to deal with both prevention and amelioration of flooding, indicating a thoughtful engagement with the resource.

Ecosystems and environments under threat

2 Changes in nutrient cycles before and after tree felling were competently dealt with by the majority of candidates. There were some whose grasp of the science of nutrient flows was very secure and allowed them to identify geographical issues such as impacts on trophic levels and loss of biodiversity. However, these were in the minority. Suggestions regarding strategies were often rather too generalised to be truly convincing. Simply stating ‘planting trees’ without linking this with strategies such as establishing protected status or using the regenerated forest to encourage income production, left an answer lacking in conviction.

Climatic hazards

3 The map showing global distribution of CO_2 emissions from fossil fuels was not that well analysed. Fundamental to this weakness was the poor quality scientific knowledge and understanding of candidates regarding the effect of CO_2 on, for example, human health and acid rain. Human health is not directly affected by the current level of CO_2 in the lower atmosphere. Candidates attributed the production of photo-chemical smog to CO_2 emissions and while the production of carbonic acid was accepted as appropriate, the large scale acidification of lakes and soils in northern Europe should more correctly be linked to SO_2 and oxides of nitrogen. Links with global warming via the enhanced greenhouse effect needed clarity to be convincing. Strategies were generally appropriate, although examiners were concerned by the rather too frequent retreat to vague assertion rather than more specific measures which linked directly to the issue of CO_2 emission.

Population and resources

4 The text highlighting the link between human population growth in numbers and expectations and resource demand drew some excellent responses. Sensible geographical issues were identified such as the spread onto more marginal areas for the purposes of resource exploitation. Examples quoted included the semi-arid and tundra regions. Many candidates offered some convincing contrasting strategies, dealing for example with controlling population numbers as well as increasing resource availability through advances in agriculture for example. Recycling of current resources such as metals and the use of substitutes were also mentioned.

Globalisation

5 Many candidates selecting this Option tended to identify in too vague terms a geographical issue highlighted by the dispersion graph of globalisation rankings for selected countries. More secure analysis came when a country's status as a 'winner' or 'loser' from globalisation was explicitly linked with factors such as trade relationships or international political engagement as suggested on the graph. Appropriate strategies were generally forthcoming and were at their most convincing when set in the context of an actual example; the role of eco-tourism in locations such as Costa Rica and the potential benefits of 'Fair Trade' for banana producers were helpful.

Development and inequalities

6 The map of underweight children drew many thoughtful responses, in which candidates identifying the implicit global inequalities linked this geographical issue with contrasts in economic development and quality of life for example. Some identified the key issue as food insecurity while others drew attention to the relatively high fertility of some countries which they saw as a consequence of high infant mortality as a result of underweight children. The weaker answers resorted to simple statements about 'rich and poor'. There was a wide range of appropriate strategies suggested ranging from the large scale trans-national projects such as those undertaken by the World Bank or the EU to smaller scale projects embarked on by NGOs. The key element was that the strategy directly linked to the issue and so those which focused on food production and/or distribution were generally more convincing.

Section B

When writing their two essay style responses in Section B, those candidates who take some time to plan, nearly always end up generating more effective discussions. Focused introduction and conclusion can lift a response as they tend to reflect the work of an ordered mind. While the depth and detail of many of the examples used to support argument was encouraging, there were also too many examples of incomplete or simply inaccurate case studies. Place knowledge is important in making a convincing evaluation. As ever, the crucial aspect for success in this Section is to keep a sharp eye on the actual question set and not to become carried away in reproducing pre-learned material.

Earth hazards

7 This question offered candidates the opportunity to assess risk reduction from across the spectrum of earth hazards. Many of the more convincing responses began by considering what constitutes 'risk' linking this with ideas about 'vulnerability'. Matters such as degree of predictability and therefore levels of preparation were also features of the better quality essays. Candidates choosing to consider only one type of earth hazard rather limited their analysis, for example those who just looked at earthquakes. The diversity of hazards which would have been studied in this Option offers much greater potential. There were plenty of essays identifying the unpredictable nature of earthquakes beyond that of a location being generally prone to tremors. This was appropriately contrasted to volcanic eruptions and flooding. Comparison was also made between risks in MEDCs and LEDCs. But here was a question when the facts and figures of case studies were sometimes quoted in great and secure detail, but also could reveal much inaccuracy. Examiners appreciate that death tolls and Richter levels for example, vary amongst the sources, but candidates have no excuse to be several orders of magnitude away from the widely accepted value.

8 This question asked candidates to assess the balance between environmental and social impacts arising from mass movements. This was an example of where a candidate kept referring back to the crux of the question, the balance between environmental and social, then high quality evaluation tended to emerge. The less successful essays were those in which there was too much narrative of actual events such as Aberfan, Vaiont Dam or Venezuela, at the expense of analysis. Examiners considered a broad interpretation of 'social' so there was plenty of material for candidates to draw upon. There were a significant number of candidates who wrote convincingly about mass movement along coasts and who made the encouraging assessment that environmental impacts could be positive, for example the supply of sediment to maintain beaches which absorbed wave energy. This kind of synoptic thinking is highly valued.

Ecosystems and environments under threat

9 In studying this Option, candidates are required to study at least one local ecosystem or environment in terms of its unique characteristics. Examiners continue to be disappointed that candidates find considerable difficulty in assessing the relative importance of these characteristics. One area of weakness is the lack of detailed knowledge of some of the physical characteristics, such as geology and soils for woodland and tidal range for dunes or salt marsh for example. Perhaps the most secure route for candidates to acquire knowledge and understanding of their local ecosystem is through fieldwork. It was the case that many of the more successful evaluations were clearly based on personal fieldwork, for example of a salt marsh in the Solent.

10 This question asked candidates to explore the relationship between level of development (economic and technological advances) and human impact on the physical environment. Many focused on contrasts between NICs such as China and MEDCs with the former being seen as having a significantly detrimental impact on their physical environments. Air and water pollution were the principal characteristics of the physical environment which were highlighted. The evaluation was apparent in those responses which drew attention to the migration of manufacturing processes away from regions such as Western Europe and North-east America to NICs and LEDCs. It was disappointing that more essays omitted discussion of the impacts of deforestation and salinisation in LEDCs. The move towards greater protection and conservation of physical environments in areas across the development spectrum was a distinguishing feature of the more convincing discussions. The role of National Parks in areas as diverse as USA, Kenya, Australia, Poland and Borneo offered some interesting material from the more secure candidate responses.

Climatic hazards

11 The theme in this question was the assessment of human abilities to reduce the impact of climatic hazards. The more convincing responses tended to open with some comment about what leads to risk and vulnerability. Most candidates used a range of examples to illustrate their evaluations with substantial knowledge of a variety of tropical storms such as Katrina and Nargis being prominent. The significance of where a country lies along the development continuum was frequently mentioned by candidates as being relevant to the reduction of climatic hazard impacts. The more convincing responses drew attention to not only the degree of preparation and the quality of predictability, but also the resilience of individuals to withstand impacts such as destruction of property and or business. Examiners were pleased to read evaluative comments using the recent very destructive tornado in mid-west USA as an example of how the power of climatic hazards can be more than a match for a high degree of development. Hazards arising from anticyclones received less consideration but there were thoughtful comments made about drought and intense heat. Generally the more wide ranging essays offered more authoritative discussions and were nearly always truly discursive.

12 Very few candidates answered this question focused on anticyclones. Many of the responses were almost wholly constructed from case study narrative; a structure based on examples can be successful but each one must be explicitly evaluated in terms of the question set. It was disappointing, for example, that little was made of the level of economic development as regards influencing the level of risk.

Population and resources

13 Assessments of the extent to which level of development influenced demand for resources were widely varied as regards their quality. Those who simply stated that ‘poorer people’ (LEDCs) use fewer resources while the rich used more, tended to struggle to offer much by way of genuine evaluation. Candidates who focused on particular resources, such as energy, tended to write in a more direct and authoritative way. However, there was a generally rather too narrow perspective on the role of energy, not appreciating its significance in the provision of clean water or food, for example. Some of the more perceptive discussions suggested that population numbers and densities can be significant in determining resources demand.

14 There were some very thoughtful discussions of the assertion in this question, that high fertility is no longer an issue. Some candidates used variations in scale to help structure their response, starting from the global and narrowing down to individual countries via regions such as Western Europe or sub-Saharan Africa. Knowledge and understanding of the demographic transition model were generally of a high standard and it was encouraging to read quite frequently, critiques of it as a model, based as it is on Western European experiences. There were, however, too many candidates who remain stuck with ideas about regional fertility that are out-dated; comments about India were often incorrect in this respect. Fertility transition is a highly dynamic matter and simply to rely on China as one's example of the LEDC world is insufficient for anything more than a basic analysis. A good proportion of responses were however, authoritative when discussing the issue of ageing on the demographics of some regions and countries.

Globalisation

15 There were many effective discussions of the extent to which individual governments have managed the impacts of globalisation. Bolivia is a well known example which offers much helpful material in the context of this question, providing that evaluation was to the fore, not simply narrative. It was quite possible to construct a top quality discussion on the basis of one country but equally valid were those answers which looked at the individual responses of a variety of governments. The UK figured prominently in many essays with varying degrees of security of detail. Migration was the topic which suffered most from an absence of substantial and authoritative knowledge and understanding. It is a topic rich with potential but candidates should appreciate that speculative assertion is unconvincing. There are documented examples of the local impacts of migration flows which could have been used to support lines of argument. Quite a number of candidates picked up on the topic of Foreign Direct Investment and the contrasting extent to which governments are able to influence TNCs. The impact of globalisation generally not discussed was in the area of the spread of western consumerism and culture.

16 Most candidates were secure in their knowledge and understanding of the various categories of aid generally recognised today. The more successful responses picked up on the words in the question 'donors' and 'recipients' whereas others simply wrote out their pre-learned material, usually case study narrative. There were effective analyses of particular aid initiatives such as various dam projects and Live Aid for example. In the context of the former, the value of tied aid to donors was highlighted although in some essays, more factual detail would have helped the answer carry greater conviction. The more authoritative discussions picked up on examples of when and where aid proved to be inappropriate for its recipients, such as advanced agricultural machinery left rusting in fields, irrigation schemes favouring mainly large scale farmers and electricity power lines passing over the roofs of poor quality housing areas. There were some interesting debates about the role of China in Africa but also many candidates were knowledgeable about schemes from NGOs such as the giving of livestock to individual villages. Examiners were also pleased to read the occasional mention of a school's aid project, an area of which more might be made.

Development and inequalities

17 The vast majority of essays discussing the effectiveness of using different approaches for reducing inequality were set in the spatial context of the UK. Inequality can be either spatial or focused on particular groups of people or a combination of these two. There was potential here for some effective synoptic links to be made with AS material from units such as Managing Change in Rural and Urban Areas. Comments about regeneration schemes in locations such as Birmingham, Leeds or London were helpful as long as they were evaluated. Much was made about social inequalities with education, gender and racial issues discussed. A key aspect here was that a candidate had secure and detailed knowledge of the various measures designed to reduce inequality or else their prose tended to become too generalised and naive. More could have been made of the role of infrastructure projects although HS2 did figure in a good number of responses.

18 Evaluations of the influence of economic factors on levels of development were generally successful. Examiners appreciate the real world blurring of boundaries between 'economic' and factors such as 'social' and assessed accordingly. It was pleasing to read some authoritative debate regarding the role of colonialism on a country's level of development which mainly looked at the issue from the perspective of the ex-colony; an area for further debate is the influence on the level of development of the colonising power. Evaluations often drew in material on the role of political factors in a contemporary context, with references to Zimbabwe, Singapore and South Korea proving valuable. The most convincing answers offered a broad analysis which incorporated material on a range of factors including physical, such as resource endowment and spatial aspects such as land-locked or coastlines with natural harbours. The role of trans-national organisations such as the WTO, World Bank and IMF were also included in the more convincing essays.

F764 Geographical Skills

General Comments

Candidates produced, as usual, a wide range of performance. The group that achieved the top grade did so by directly answering the question, using detailed examples taken from their own investigations and keeping tightly focused on the requirements of the question. Those more marginal candidates had two or more of these essential elements missing. There were relatively few at the highest level as candidates struggled to evaluate effectively or seemed unclear of the concepts being examined.

Many candidates missed the key demands to justify and evaluate in many of the questions. Too many candidates still did not recognise that this was a geography examination which as such expected some linkage to spatial or locational dimensions. This is what distinguishes geographical investigations from those of other subjects. Centres should remember this when devising investigations and appropriate titles although there were far fewer examples of inappropriate titles than in previous examinations.

Essay questions will be set that come from different stages of the investigation and candidates are expected to know what constitutes each of the six stages. It was clear that some centres do not give equal weight to all of the stages in terms of depth of coverage.

Generally there was evidence of quality fieldwork which candidates clearly understood with aspects which they were capable of evaluating effectively. Overall, it was the strength or weakness of Section A responses, as usual, that tended to have the greatest influence on the overall result.

Comments on Individual Questions

Section A

This section is testing the candidates' basic understanding of the 'tools' of a geographer. Overall, and as usual, this was answered less effectively than Section B and it was worrying how many scored 0 especially for sub section Q3(a)(ii). Many know the tools but not when, how and why to use them. There was little evidence of critical thinking in many answers. In this round there was a much more even selection of questions both within and between centres.

1 (a) (i) Answers were broadly effective. When asked to comment on the effectiveness of something, answers are expected to look at both positive and negative points to get into the higher level of response. In this case the negatives were well identified with some critical stages, eg analysis missing, but the positives were less well explored. Most concentrated on the simple: '*It shows the logical order of the activities so one leads into another.'* Few identified the feedback loop although this offered the possibility of evaluation or follow up activities.

1 (a) (ii) This was answered effectively by most candidates. A wide range of factors were stated such as accessibility, need for safety, relevancy to the topic and usually they were explained effectively. The chief limitation preventing candidates entering the highest level of response was the requirement to link it to a geographical investigation.

1 (b) This was broadly discussed effectively but most candidates didn't go beyond the most basic: '*You use a hypothesis to direct your investigation. It is the thing you are testing.'* Some candidates did consider the role of hypothesis testing in a statistical sense and even considered the role of a nul hypothesis. In such questions candidates should be encouraged to use their own examples of how they used their hypotheses.

2 (a) (i) Many candidates gave a generic 'list' of things that photographs can indicate eg house type and weather conditions, whilst others did focus more directly on the area shown in the photograph. Again, an evaluation was required so whilst it did show a range of geographical characteristics of the area, some of its limitations were expected such as the lack of directions and failure to indicate exact use of buildings. Some of the limitations were rather basic but still valid: *'There is no title nor place names so it is impossible to tell where it is.'*

2 (a) (ii) Candidates needed to appreciate the link to both a geographical investigation and 'this area' shown in Fig. 2. Both of these elements were required to access top level marks. There seemed to be two or three very different, but equally effective, approaches:

- Discussing the role of maps in each of the six stages of an investigation in the area
- Discussing the role of a variety of types of maps used in an investigation in this area eg land use, choropleth
- Discussing the extra information that usually OS maps could tell you about the area such as direction and distance which were not shown so well in other resources such as photos.

2 (b) Again this was usually well understood and few seemed phased by the term but some offered very limited explanation. One reason, even with an example from a geographical investigation, is unlikely to access the higher level. Most explained the problems of access, safety or time as enforcing this sub-optimal form of sampling. Few candidates looked at the wider issue of why geographical investigations in particular are prone to circumstances that enforce a pragmatic approach.

3 (a) (i) This question, unusually, required only the limitations of the particular scatter graph. Most identified the problems with the labels on the axis. Far fewer challenged the placing of the line of best fit or the dubious nature of the independent variable. Some again commented on the very basics: *'There is no title for the graph so it is unclear where the CBD is located.'* Some did raise the issue of the meaning of house prices: '*Are these houses the same type or are they different types? If the latter they can't really be compared as like on the graph.'*

3 (a) (ii) The term 'relationship' should trigger a correlation technique such as Spearman's especially as it is a (ii), referring to Fig. 3, so has led on from a scatter graph. Most did use Spearman's although there were some rather complex uses of the mean and standard deviation attempted, usually with limited success. The distinguishing features were:

- 'describe' – were some of the basic stages of the method needed, describing such as ranking the data, although the formula was not required or expected
- 'justify' – why was it appropriate in the case of the data shown in Fig. 3 such as the suitability (and size) of the data set

Both aspects needed covering to access the highest response level. Some candidates still struggle with the notion of 'statistical method'.

3 (b) This was clearly a popular topic as there was a wide range of issues that made questionnaires unreliable. Only the most perceptive candidates picked up the full meaning of 'unreliable' – the inability to get the same set of data if the questionnaire was repeated.

Most candidates focused on sampling issues such as timing or size of sample and most raised the issue that the public is resistant to such investigative tools: '*Few people have the time or inclination to stop and answer the questions so the sample is usually unbalanced with excessive numbers of pensioners or answers are made up by the investigator.'* This probably reflects the candidate's own experience of using questionnaires. Some did look at poor wording of questions and interpersonal issues: '*Little old ladies wouldn't talk to me as I wasn't in school uniform and may have looked threatening with my clipboard.'*

Section B

Both questions are compulsory and must show evidence of candidates carrying out real investigations. Generally this was very effective with some good reference to their real experiences but at times weaker candidates made it all too obvious that they were quoting all of their own practical experiences, rather than selecting the appropriate sections needed by the question. Answers had to be relevant to the title of the investigation. There is no need to use the same title for both questions, although about 90% did. Titles were much more effective and clearly geographical this round but candidates should still be encouraged to state a place in the title.

There are a number of worrying aspects that suggest candidates (and centres) are unaware of some of the basics of an investigation:

- Carrying out a Spearman's Rank using three sites
- Seeing point sampling of temperatures as continuous data
- Using flowlines to show geology
- Doing a Spearman's then drawing the scatter graph
- Stating geology maps may be out of date as the geology may have changed since the map was published in 1996

Those candidates that achieved the highest marks:

- Demonstrated consistently good evaluation – not just the problems
- Showed detailed locational knowledge – there was a clear sense of place and a sense of a real investigation
- Gave good evidence of their investigation
- Used appropriate and accurate geographical vocabulary
- Showed they understood cause-effect relationships – they knew why they were doing a particular activity
- Wrote in a coherent style
- Used diagrams to illustrate their points/methods

And above all:

- Answered the question set

It is not expected that answers will be of equal length in Section B. In this case it was quite possible to assess the relative value of their types of data in Q5 in a relatively tightly focused and concise way. It is the depth of evaluation that is critical in determining the level of the responses. The direction to evaluate (or assess the relative value of) was very clearly flagged up and candidates rarely offered no such evaluation. Essays seemed better answered this year and both seemed to be accessible to all candidates.

4 This was generally answered well although some candidates insist on confusing data presentation with data analysis or data collection. Those candidates who only evaluated one technique were at a disadvantage when the question was clearly plural. It is not good practice to use a single data presentation technique especially in a geographical investigation which should inherently include a spatial dimension, usually a map or transect. A number of candidates confuse scatter graphs and line graphs whilst others did not recognise that as continuous data is needed for a line graph samples at intervals are unsuited to being represented with line graphs. This question often revealed a totally inappropriate use of techniques.

Many candidates gave the positive and negatives about the techniques they used but few illustrated this with examples of the technique. This is a constant theme in these reports – a lack of diagrams. The key to the highest level was the ability to evaluate their effectiveness in terms of their geographical investigations. What did they show and how did that advance the investigation? Again, despite repeated warnings, many candidates discuss how they would improve their choice of or use of their techniques. This gains no credit.

A number of candidates assume that Excel (not Edexcel as so many candidates suggested) and GIS are methods of data presentation in their own rights. It is clear that some centres need to ensure candidates understand the pros and cons of data presentation techniques and when to use them rather than let candidates pick their own from the Excel range.

5 More effective answers defined primary and secondary data as part of their introduction. A few candidates claimed they had not used secondary data which demonstrated they had not appreciated the official definition of secondary data. Many effective answers pointed out that secondary data came into its own before even starting the investigation: *'I used secondary data, a geography text book, to research my topic and provide an expected outcome which I could test in my investigation.'*

The use of maps, data formula could also be included as well as the more usual forms of secondary data such as census returns, the work of other groups and 'experts'. It would increase the impact of answers if specific detail was given. All too typically answers resembled: *'We used textbooks, maps, photos and the internet as secondary resources.'* Please give more details than this generic list.

Surprisingly it often tended to be the primary data that was weak with candidates, either neglecting to say what they were measuring or getting side-tracked by writing about methodology or data analysis. Again the need to keep focused on the exact wording of the question cannot be stressed enough to candidates.
The most successful answers did really demonstrate that the two types of data delivered different advantages or had different functions at different stages of the investigation:

- Stage 1 – secondary eg text books, models.
- Stage 2 – secondary eg maps, past investigations.
- Stage 3 – primary and secondary.
- Stage 4 – unlikely.
- Stage 5 – secondary eg statistical formula.
- Stage 6 – unlikely or may refer back to secondary (previous investigations or theoretical models) in evaluation.

The key to the top level was the ability to assess the relative effectiveness in the context of their investigation. This could be quite basic: *'Without the use of secondary data such as the text books I could not have created a hypothesis, set objectives or known what primary data to collect. Without a map I would not have found where I could collect my primary data.'*

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