

**GCE**

**Geography**

Advanced GCE **A2 H483**

Advanced Subsidiary GCE **AS H083**

**OCR Report to Centres June 2015**

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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.

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**Advanced Subsidiary GCE Geography (H083)**

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## F761 Managing Physical Environments

### General Comments:

Performance on the F761 examination paper this year was quite pleasing overall. There were very few instances of rubric offences and only a small number of candidates seemed to have issues over completing the paper in the allocated time. Unlike last year, there did not seem to be topics within the specification that were unfamiliar to candidates.

Discrimination was able to be achieved mainly through the accuracy and depth of the explanations offered by candidates.

Answers to essay questions were generally well structured and written with a good focus on the topic. More attention does need to be paid to key words such as “range” in Q5 and 6, to avoid answers being simply a catalogue of landforms.

A very small number of candidates used Fig. 2 when answering Q1 and vice versa.

### Comments on Individual Questions:

#### Question No.1

(a)(i) Most candidates were able to interpret the Figure correctly. Data was typically used with a high degree of accuracy. Some vagueness was evident, for example “less than half”, which was unable to be credited. Some candidates provided separate descriptions of the load of each river and so a “contrast” was not explicit. Some others focused too much on similarities.

(a)(ii) Valid reasons were generally offered although the depth and accuracy of the supporting explanation was variable. The best answers recognised that different levels of energy were likely to be available in the two rivers. The very best responses were able to link levels of energy to the different transportation processes operating, making the answer explicitly related to the contrasts identified in (i). There was some confusion evident over solution load, with many seeming to think that it was the transportation of very fine material.

(b) This is a well-known topic and should have been a very accessible question. However, many candidates focused too much on the river channel rather than the drainage basin. There were some instances where candidates referred to human, rather than physical, factors. The role of relief caused some confusion with those considering flat land on adjacent flood plains becoming confused between a causal factor of flooding and a reason for vulnerability to flooding.

(c) Good case study information was provided in this question, often about the Thames, Tees, Mekong and Yangtze rivers. Some candidates suggested that the Thames was used for HEP production. Many candidates were able to offer reasons for the location of individual human activities but few addressed the word ‘range’ in the question. Rivers are multi-use resources (specification wording) and this needed to be explicitly considered in the responses to access Level 3. A number of candidates offered more than one example and these were not able to be credited.

#### Question No.2

(a)(i) As in Question 1, most candidates were able to interpret the Figure correctly. Data was typically used with a high degree of accuracy. Some vagueness was evident, for example “more than half”, which was unable to be credited. Some candidates provided separate descriptions of the sources for each beach and so a “contrast” was not explicit. Some others focused too much on similarities.

(a)(ii) Valid reasons were generally offered although the depth and accuracy of the supporting explanation was variable. The best answers were able to suggest where the sediment had probably come from and which processes were likely to have been responsible for its provision. Some high quality answers were seen which related the sediment sources to different types of wave and their respective levels of available energy.

(b) A wide range of possible reasons were available for candidates to consider here and most did so sufficiently well, given that an “outline” was required. Although the question did not require the use of located example(s), many candidates found it helped them to provide a clear focus on the need. Most answers referred to the economic value of the land/human activities under threat, although few related this to cost-benefit analysis, which could have helped clarify how much “need” there was. Fewer answers mentioned social and environmental needs, although these were equally valid reasons.

(c) As in Question 1, good case study information was provided in this question, this time about the Solent, St. Lucia and Poole harbour. Many candidates were able to offer reasons for the location of individual human activities but few addressed the word ‘variety’ in the question. The specification refers to coastal environments being a valuable economic and environmental resource, although most answers tended to concentrate on the former. The idea of coastal environments having a range of “opportunities” for human activities was an appropriate way for candidates to access Level 3.

### Question 3

(a)(i) Photograph interpretation is an important skill for an A level geographer and landform recognition is a key element of that skill. Most candidates were able to identify at least one landform, although this was often followed by references to its location rather than to its description. Some offered landforms that they might expect to find in such an environment, even though they were not visibly present, and so these were not credited.

(a)(ii) The key aspect of understanding being assessed here was not a broad awareness of processes, but rather how they shape the landforms, for example how the valley sides become steeper. The usual confusion between weathering and erosion was seen, with plucking and freeze-thaw often the main source of the error. Some also suggested that abrasion is purely down to ice.

In pairs of questions such as these, candidates are advised to look at (ii) before answering (i); this might have encouraged them to choose more contrasting landforms in (i), thereby giving them more scope to discuss different processes in (ii). For example, arêtes and pyramidal peaks often had very similar explanations.

(b) This was a straightforward question, but many candidates missed the important link between the opportunities provided by the environment and the human activities that are then able to take place. For example, few clarified why cold environments are suitable for ski tourism (snow/ice, relief....). The link with economic development was usually considered more explicitly with many providing clear reference to employment, with examples of both direct and indirect jobs, and infrastructure development.

(c) Sustainability is a concept which unifies all aspects of the AS-level specification, so it should be well understood. Where answers showed an idea that people benefited from the management of cold environments, Level 3 was often awarded, particularly if this was broken down into social and economic needs being met. However, the very best answers recognised that a balance had to be struck between these and environmental needs. Sadly, most answers focused entirely on environment protection, with many not even explaining how the strategies benefited the location. The most common places used were Alaska, Antarctica, Himalayas and Alps. Antarctica is an appropriate example to use, but it is tricky as there is no indigenous

population, and so candidates need to refer to the economic gain for the global tourism industry and/or the economy in ports such as Ushuaia.

#### Question 4

(a)(i) Photograph interpretation is an important skill for an A level geographer and landform recognition is a key element of that skill. As in Question 3, most candidates were able to identify at least one landform, although this was often followed by references to its location rather than to its description. Some offered landforms that they might expect to find in such an environment, even though they were not visibly present, and so these were not credited.

(a)(ii) The key aspect of understanding being assessed here was not a broad awareness of processes, but rather how they shape the landforms, for example how the canyon sides become steeper. As in Question 3, the usual confusion between weathering and erosion was seen, with freeze-thaw often the main source of the error. Some also suggested that abrasion is purely down to water.

In pairs of questions such as these, candidates are advised to look at (ii) before answering (i); this might have encouraged them to choose more contrasting landforms in (i), thereby giving them more scope to discuss different processes in (ii). For examples, mesas and buttes often had very similar explanations.

(b) This was a straightforward question, as was Question 3(b), but many candidates missed the important link between the opportunities provided by the environment and the human activities that are then able to take place. For example, few clarified why deserts are increasingly popular tourist destinations. The link with economic development was usually considered more explicitly with many providing clear reference to employment, with examples of both direct and indirect jobs, and infrastructure development.

(c) Sustainability is a concept which unifies all aspects of the AS-level specification, so it should be well understood. As in Question 3(c), where answers showed an idea that people benefited from the management of hot arid/semi-arid environments, Level 3 was often awarded, particularly if this was broken down into social and economic needs being met. However, the very best answers recognised that a balance had to be struck between these and environmental needs. Sadly, most answers focused entirely on environment protection, with many not even explaining how the strategies benefited the location. The most common places used were Draa Valley, Khushab and Egypt. The Valley of the Kings is an appropriate example to use, but most candidates using it tended to focus purely on how the tombs were being protected from large numbers of tourists. Few linked that to the economic and social gains that this would enable it to provide into the future.

#### Question 5

This question resulted in some excellent answers which developed process-landform links using clear exemplar material. There were some very helpful diagrams to illustrate this, whether in plan or profile view. Answers needed to explain specific erosion mechanisms, such as hydraulic action, and if weathering was mentioned this should have been linked to exposing weaknesses to accelerated erosion. The idea of a “range” of landforms seemed difficult to achieve for most candidates, and this was reflected in their AO2 mark. Some did it by accident but the more able students made specific comments to respond to this demand, such as by contrasting upper, middle and lower course landforms. Commonly used examples were the Tees, Thames, Exe, Mississippi and Severn rivers.

#### Question 6

As in Question 5, some excellent answers were seen which developed process-landform links using clear exemplar material. There were some very helpful diagrams to illustrate this, whether in plan or profile view. Answers needed to explain specific erosion mechanisms, such as hydraulic action, and if weathering was mentioned this should have been linked to exposing

weaknesses to accelerated erosion. The idea of a “range” of landforms seemed difficult to achieve for most candidates, and this was reflected in their AO2 mark. Some did it by accident but the more able students made specific comments to respond to this demand, such as by contrasting concordant and discordant coastlines. There was some irrelevant material seen on depositional landforms such as spits and bars that were not linked to erosion at all. Commonly used examples were drawn from the Dorset, Holderness, Sussex and Devon coastlines.

### **Question 7**

This question produced a broad range of marks. Poor responses failed to deal with process-landform links which were assessed in AO1, and were unable to show how climate (temperature range and averages, precipitation totals, wind etc.) over a range of timescales (diurnal, seasonal, geological) affect the landscapes, which was rewarded in AO2. Sometimes this was implicitly done via ice formation and cirque development but very good responses offered a range of links, such as diurnal temperature fluctuations leading to freeze-thaw weathering which provides debris for abrasion of U-shaped valleys. Some high quality answers recognised the different roles of climate in the formation of erosional compared to depositional landscape features.

A small number of candidates seemed uncertain of the term “landscape”, but credit was allowed for references to features beyond landforms, such as vegetation and drainage. Examples were often drawn from Snowdonia, Lake District, Iceland and Alps.

### **Question 8**

As with Question 7, this question also produced a broad range of marks. Poor responses failed to deal with process-landform links which were assessed in AO1, and were unable to show how climate (temperature range and averages, precipitation totals, wind etc.) over a range of timescales (diurnal, seasonal, geological) affect the landscapes, which was rewarded in AO2. Sometimes this was implicitly done via flash floods and wadi development, but very good responses offered a range of links, such as seasonal rainfall fluctuations leading to ephemeral rivers and alluvial fan development. Some high quality answers recognised the different roles of climate in the formation of erosional compared to depositional landscape features.

A small number of candidates seemed uncertain of the term “landscape”, but credit was allowed for references to features beyond landforms, such as vegetation and drainage. Examples were often drawn from Sahara, Death Valley and Namibia.

# 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 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. This pattern suggests a basic lack of practice in relation to the use of resources while at the same time sound understanding of the key ideas being examined.

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 failed to 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, at times to great effect.

Responses to the essay questions were generally sound. They showed a good level of understanding and in many cases considerable locational detail. It was evident that the majority of candidates had been well prepared for the essay, and a significant proportion of candidates drew up a clear plan which was then used to produce an effectively 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 generic specification terminology. This was particularly evident in relation to “political”, “economic”, “socio-economic” and “environmental” factors where a number of candidates drifted away from the key idea and began to introduce inappropriate observations. More specifically, terms such as “commuters”, “urban change”, “energy mix”, “exploitation (in relation to energy resources), and “ecotourism” were not always clearly understood. A second concern was the use of examples which were somewhat generic or not entirely appropriate at times because of their historical nature. 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 tend to be rather descriptive. This can be a significant factor in showing 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

##### Question 1

(a)(i) - The majority of candidates were able to use Figure 1 effectively to describe the road traffic delay times in the various cities shown. A number of candidates simply quoted the city with the time delay, at times offering little more than a basic list of places and times. This did not fully address the command which asked candidates to offer some understanding of variations, suggesting an appreciation of pattern. However, the majority of candidates were able to offer

some understanding of pattern, mainly in relation to the comparative level of development of the identified cities.

(a)(ii) – A number of suggested reasons for the varying level of traffic delays were considered. The most commonly used ideas centred around the notion that more developed cities may have more sophisticated traffic management strategies or more highly developed integrated public transport systems. A significant number of candidates cited population numbers as a major factor in determining the length of traffic delays, but in fact some of the cities with the smallest delays also have large populations. A more thoughtful approach to this idea was taken by some candidates who considered that it was not so much population numbers that create traffic delays, more the rate of population growth (urbanisation) that was putting transport systems under pressure in developing countries. A small number of candidates showed a significant lack of locational knowledge by not identifying some cities as being in more or less developed countries.

(b) – Relatively few candidates showed a good understanding of the question. In many cases candidates drifted into discussion which was clearly more appropriate to economic factors, at times basing a response on points about industrial location and ideas about bid-rents. Those candidates who did show some awareness of social factors often used the idea of ethnic or religious factors dictating land use. When this line of thought was used effectively it produced some interesting points. However, it was too often very general or at times showed a significant amount of stereotyping. More thoughtful points were centred around ideas about how age structures or family circumstances dictated land use, especially in relation to housing type or where particular social circumstances influenced land use.

(c) – The majority of candidates were able to use appropriate examples to describe the problems associated with water pollution. In most cases examples were focused on developing cities, mainly linking the issue of water pollution to poor quality housing areas or industrial discharges. This approach often provided thoughtful discussion but did not always address the idea of “change” expressed in the question. Those candidates who did consider “change” by offering ideas about how the management of waste was unable to keep up with urban and industrial development generally produced thoughtful and effective responses. A small but not insignificant number of candidates used what are effectively historical references, using examples about pre and post-war industrial development in different parts of the United Kingdom and how this had put pressure on water systems and led to issues of water pollution. This approach should really be avoided because it generally leads to very generic answers which lack any sense of contemporary geographical understanding.

## **Managing rural change**

### **Question 2**

(a)(i)- The majority of candidates were able to use Figure 2 effectively to identify the road traffic flow on the various roads shown. A number of candidates simply quoted the road (or the nearest place) with the flow, at times offering little more than a basic list of places and vehicle numbers. This clearly did not fully address the command which asked candidates to offer some appreciation of the change in vehicle numbers. However, the majority of candidates were able to offer some appreciation of change, often by calculating differences.

(a)(ii) – General observations about increasing wealth and car ownership were frequently used as reasons for the changes shown on Figure 2. While these were reasonable ideas in relation to the overall pattern of increase they did not address why there were such variations across the area shown in Figure 2. Those candidates who did consider the variations in the degree of change often brought in thoughtful and perceptive ideas. Ideas more frequently used included observations about nearness to larger urban areas or other major transport routes, the size of the settlement served by the road, and points about the general quality of the road network

which might encourage drivers to use a particular route. A small number of candidates brought in ideas including observations about recreation and tourism, and how different places might attract a variable amount of visitors.

(b) – Responses to this question were variable and largely dictated by the level of understanding of the idea of “political factors”. Those candidates who clearly understood the idea often produced thoughtful and effectively considered points, bringing in observations about how planning restrictions or rural investment can have a significant influence upon rural development. Those candidates who did not really fully appreciate what was meant by “political influence” generally struggled, often making very basic points with some tentative link to the idea (often related to the CAP or to National Parks). A number of candidates appear to have a very simplistic level of knowledge about National Parks in the UK, often seeing them as State owned and areas where no human development is allowed. A number of candidates continue to use examples from urban fringe areas. While this is arguably legitimate, it can, at times be somewhat limiting and often when using these types of examples candidates tend to drift towards a more “urban” type of response.

(c)- It was clear that the majority of candidates had a good general understanding of the question and an awareness of how farming can affect the environment. Two key factors tended to differentiate the quality of responses. Firstly, the choice of example(s). Those candidates who offered a detailed analysis using perhaps one or two well documented examples generally produced more detailed responses than those candidates who used a wide range of examples, where, at times, points were simply repeated in relation to a different place. The second factor which differentiated responses was the extent to which candidates picked up on the word “change”. In many cases this key word was largely overlooked; candidates consequently producing slightly more descriptive responses which lacked a detailed appreciation of “cause-effect” in terms of farming change.

## **The Energy issue**

### **Question 3**

(a)(i) – The two main aspects of this question were; an understanding of location and use of basic map interpretation skills. Those candidates who clearly understood the key idea of the question and had at their command good map reading skills were able to comfortably score full marks. Those candidates who were unclear about location often simply identified descriptive points from the map with marginal reference to the location of the wind farm. This was clearly self-limiting in relation to the question command. Use of map reading skills was variable, with a small number of candidates appearing to have no real understanding of grid references, distance and direction.

(a)(ii) – Many candidates offered thoughtful and effectively considered points in relation to the question. There was often a strong emphasis on environmental concerns, particularly visual and noise pollution and how wildlife might be affected. Where these ideas were fully developed they generally provided sound answers. A number of candidates developed this theme by observing that the area might rely on tourism for its economic well-being and the wind turbines might reduce the number of visitors. A small number of candidates made observations relating to the wind turbines in terms of their energy efficiency, often suggesting that they were too far from the coast or not on high enough ground. This line of thought generally moved candidates away from the key point of the question.

(b) – The majority of candidates were able to offer useful ideas which gave a clear understanding that energy exploitation can create a range of employment opportunities. Those candidates that considered the question in relation to industrial linkages (from research to exploitation and then transportation, distribution and use) often produced excellent answers, as did those candidates who showed a clear understanding about the economic multiplier. A

number of candidates focused narrowly on mining or construction activities. While this worked effectively in some cases it did not always allow for a discussion about “range”, as expressed in the question. In some cases candidates used a case study of a particular energy development to successfully express their ideas.

(c) – There were some impressive responses to this question. The majority of candidates clearly understood the concept of “energy mix” and in most cases answers used appropriate and accurate data to describe the energy mix of their chosen country. The second element of the question, “explain the energy mix”, was carried out with a greater variation of success. Those candidates who used examples where the energy mix was relatively narrow and quite stable were generally able to offer useful analytical ideas, while those candidates that used examples that had a more complex and changing energy mix clearly found analysing the reasons a more challenging task. A small number of candidates clearly had no data reference point and essentially guessed at the relative use of different energy sources, or used inappropriate examples from developing parts of the world.

## **The Growth of Tourism**

### **Question 4**

(a)(i) - The two main aspects of this question were; an understanding of location and use of basic map interpretation skills. Those candidates who clearly understood the key idea of the question and had at their command good map reading skills were able to comfortably score full marks. Those candidates who were unclear about location often simply identified descriptive points from the map with marginal reference to the location of the holiday village. This was clearly self-limiting in relation to the question command. Use of map reading skills was variable with a small number of candidates appearing to have no real understanding of grid references, distance and direction.

(a)(ii) - Many candidates offered thoughtful and effectively considered points in relation to the question. There was often a strong emphasis on environmental concerns, particularly visual and noise pollution and how wildlife might be affected by the building of the holiday village. Where these ideas were fully developed they generally provided sound answers. A number of candidates developed observations about the pressure on local roads, making points about seasonal congestion, or brought in observations about conflict with the local population. A small number of candidates appeared to have no real sense of the scale of the holiday village or indeed the area on the map, considering the holiday village to represent mass tourism and in a small number of cases identifying Penrith as a major city.

(b) – The key to this question was to identify types rather than activities, and to consider the idea of “recent” in an appropriate way. “Recent” was considered fairly openly to include more contemporary types of tourism as well as where there has been an upsurge in demand more recently, for example, adventure tourism and cruising. The most popular option identified was based around ecotourism, with responses often including examples of ecotourism areas or resorts. The identification of appropriate “types” did not generally cause difficulty, while explaining the reason for their growth appeared to present challenges for a number of candidates. A small number of candidates drifted into discussion about mass tourism which was rather self-limiting, or completely re-interpreted the question as “the reasons for the growth of tourism”.

(c) – This question was effectively addressed by the majority of candidates and it was clear that there was a sound level of understanding about the basic link between tourism development and economic development. Virtually all candidates were able to use an appropriate example, the level of locational detail often dictating the quality of the response. Where candidates selected a more specific location the level of detail was frequently impressive, bringing in a range of socio-economic observations and developing ideas which clearly considered multiplier links. Where

candidates selected a more general example, for example, a whole country or a National Park, responses were often more general, with a strong focus on employment opportunities with only limited reference to broader aspects of economic development. Relatively few candidates picked up the command “has played a significant part”, and consequently responses did not always address the relative significance of tourism to the development process. In the nine mark questions it is often this type of idea which differentiates between top Level 2 and Level 3 answers.

## **Section B**

### **Managing urban change**

#### **Question 5**

The majority of candidates showed a good general understanding of the question and virtually all candidates used one or more example. Very often the choice and scale of the example dictated the quality of the answer. Examples were used from both developed and developing parts of the world, with both areas offering sound opportunities to express an understanding of the question. The question asked for two key considerations, “causes” and “consequences”. Very often responses lacked balance and tended to focus more on one of these aspects; frequently “consequences” where an example from the less developed world was used. Those candidates who clearly had detailed knowledge of a specific area of decline (as opposed to identifying a whole city) were generally able to produce a sound and logical answer which clearly identified both causes and consequences. A small number of candidates drifted into considering management strategies that had been used in deprived areas. Although by implication this did tend to identify problems or consequences, it often strayed from the specific key idea of the question. In some cases the dialogue was rather too historical, for example considering the decline of post war mining or dockland areas. Whilst this showed some appreciation of decline it tended to move candidates towards very descriptive answers which showed limited appreciation of the contemporary nature of socio-economic deprivation.

### **Managing rural change**

#### **Question 6**

The majority of candidates showed a good general understanding of the question and virtually all candidates used one or more example. Very often the choice and scale of the example dictated the quality of the answer. Examples were used from both developed and developing parts of the world, with both areas offering sound opportunities to express an understanding of the question. The question asked for two key considerations, “causes” and “consequences” in relation to rural decline. Very often responses lacked balance and tended to focus more on one or other of the key ideas. While this did not always prevent candidates from producing effective answers, it did tend to hold them within Level 2 in relation to knowledge and application. The majority of responses tended to focus on agricultural change, often with a specific reference to how mechanisation or other factors had reduced employment opportunities in rural areas, resulting in socio-economic decline and rural depopulation. This line of discussion produced some thoughtful and perceptive responses to the question, however, in many cases answers were somewhat superficial and lacked detail and depth of understanding. Other ideas used to consider the cause–effect links associated with rural decline included; the decline of specifically dominant industries in rural areas (mining/quarrying), a lack of opportunities because of limited diversification possibilities, and locational observations about remoteness or lack of infrastructure holding back development opportunities. A small number of candidates adopted a very much more sophisticated approach, considering that in some cases rural areas may even be experiencing a population increase, as commuter villages, while the socio-economic fabric of the area was actually declining. When any of these ideas was accompanied by sound locational depth the response was generally good.

## **The Energy issue**

### **Question 7**

It was clear that the majority of candidates had a good understanding of the question and that this part of the specification had been effectively investigated. In most cases it was evident that candidates had a good general appreciation of the concept of sustainability, although relatively few actually defined the terminology expressed in the question, which may have been useful in relation to setting the scene. The quality of the answers was generally dictated by the choice of examples. Those candidates who selected perhaps two, or at most three, carefully chosen examples, and offered a good level of locational knowledge, generally produced very sound answers. Those candidates who opted for a more general approach by bringing in ideas from a wide range of places tended to produce rather generic answers, at times repeating similar ideas a number of times. More commonly used examples included California, Norway and Germany from the more developed part of the world and parts of West Africa from the less developed parts of the world. All of these were clearly appropriate and gave the potential for very sound responses. A small number of candidates brought in China as an example, many accepting that while fossil fuels were the dominant energy source in the country China is attempting to expand the renewable energy sector (the Three Gorges Dam was frequently mentioned here) by developing the wind and solar energy sectors. Some candidates were clearly confused by the distinction between supply and demand and drifted into discussion about policies designed to reduce demand. Where this was seen as part of a more holistic energy policy, as in the case of California, it was considered to be a legitimate part of the debate. Where the whole response centred on purely demand led factors it tended to be rather self-limiting.

## **The Growth of Tourism**

### **Question 8**

It was clear that the majority of candidates had a good understanding of the question and that this part of the specification had been effectively investigated. In most cases it was evident that candidates had a good general appreciation of the concept of sustainability, although relatively few actually defined the terminology expressed in the question, which may have been useful in relation to setting the scene. The extent to which the concept of sustainability was explored was largely dictated by the choice of examples used in the essay. Those candidates who used examples of National Parks or other highly protected environments did not always consider the broader aspects of social and economic sustainability and tended to focus largely on environmental management. This limited the depth of discussion in some cases, especially where there was a clear opportunity to consider wider issues of sustainability. Those candidates who used examples where there were clear initiatives to manage socio-economic and environmental development in a sustainable way often produced thoughtful and perceptive answers. Illustrating the concept of sustainability through the use of small, very well documented examples appeared to give candidates the best opportunity of showing the level of depth and detail required to achieve marks in the highest level.

## F763 Global Issues

### General Comments:

The range in quality of responses was wide, both in terms of geographical knowledge and understanding and also the written prose. A distinctive feature amongst the scripts in the upper quartile was the focused application of substantial knowledge and authoritative understanding to the question set. In Section A, a single issue was identified followed by relevant strategies. In Section B convincing arguments were advanced that were well supported by detailed and accurate real world material.

There was a tendency amongst lower scoring scripts for candidates to reproduce pre-learned material with no manipulation so as to answer the question directly. These answers slipped into a narrative style, which while delivering interesting information, did not progress a discussion.

### Comments on Individual Questions:

#### Section A

Given the long established structure of this paper, examiners were disappointed that so many candidates wrote in an unfocused manner to Section A questions. They offered more than ONE issue in their responses and offered several strategies in an attempt to cover as much of the topic as possible. The wording of the question is clear, 'Outline a geographical issue indicated and suggest appropriate strategies for its management.' Those that obeyed the rubric were usually well rewarded for their ability to write in a precise and concise manner.

#### Question No. 1

Perhaps more than any other resource, the photograph of the volcanic eruption in Japan, was seen as an opportunity by many candidates to offer all they could remember about eruptions. The more successful responses made good use of the photograph, identifying the substantial ash cloud and highlighting the effect such material might have on either people, livestock, vegetation (crops), buildings or infrastructure such as roads or air transport. Examiners were not solely looking for comments about ash, with issues such as pyroclastic flows, lava flows or lahars being accepted. Most candidates were aware of the range of strategies which can be employed to deal with volcanic eruptions and the more convincing answers related their chosen ones explicitly to the outlined issue.

#### Question No. 2

There was a general understanding of the issue the accumulation of a substance such as DDT through trophic levels can cause, that is a decline in the health of organisms with high concentrations. It was with the suggestion of appropriate strategies that most variation amongst candidates occurred. The more realistic ones included controls on the use of chemicals, including outright bans and the use of alternatives such as organic or biological pest control. The suggestion that removing chemicals from the water before it enters the ecosystem is not without merit, and is achieved in some locations, but too many candidates expressed this as a straightforward and cheap solution.

#### Question No. 3

The photograph of a banana plantation devastated by a hurricane drew plenty of encouraging responses. Some candidates made detailed use of the resource, for example picking up the blue covering over the remaining crop and suggesting that one appropriate strategy would be to recover as much of the crop as possible so as to gain some income. There were many who made thoughtful comments about the impact such an event might have on a rural community, in

particular on the long and medium term impacts on incomes. Strategies such as short term food aid and then assistance with clearance of damaged vegetation and replanting were often suggested. There were however rather too many who thought that building protective covers for the bananas was appropriate (poly-tunnels and glasshouses), something that suggested they had not appreciated the ferocity of wind speeds during the passage of a tropical storm.

**Question No. 4**

The graph illustrating the decline in cod landings at USA Atlantic ports drew plenty of sensible suggestions as to the principal issue, the collapse in cod numbers. Most candidates indicated their understanding of fish as a renewable resource if it is managed appropriately. They were sensible in their strategies, such as quotas, mesh size, fleet reduction and the promotion of alternative species which are more abundant. It was also encouraging to read responses drawing attention to the impacts of rising water temperatures as a result of global warming on species such as cod.

**Question No. 5**

The table showing changes in overseas development aid given to major world regions from MEDCs in the early years of the twenty-first century drew a wide range of responses. Candidates either picked up on changes to the absolute amount of aid in US\$ or aid as a % of Gross National Income, either approach was valid. Some decided to focus on a single region which was also acceptable. Whichever approach was adopted, many candidates were aware of the parlous state sub-Saharan Africa continues in as regards development, and saw the absolute increase in aid the region received in 2012 as a degree of recognition of this. Much reference was made to the role of Millennium Development Goals in stimulating aid from MEDCs which was encouraging. One concern examiners raised was that many candidates did not recognise the reduction in aid as a % of Gross National Income between 2005 and 2012 for all regions; perhaps an indication of the difficulty many seem to have with decimals.

**Question No. 6**

The choropleth map illustrating global patterns of female literacy was well answered by many candidates. Less successful were those who simply described the map and claimed this was ‘...an issue...’ without highlighting the degree of inequality this indicated. The most convincing responses recognised such variation in female literacy and then linked this with lower levels of development and quality of life. A wide range of strategies were suggested as being appropriate to raising female literacy, especially in much of Africa. However, many of these were simply too generalised to be truly convincing. Stating that a government should spend more on education is fine but at this level, an answer needs to go further. For example, comments about the balance of government spending, for example expenditure on the military and prestige projects such as dams vis a vis education, were relevant. The roles of MEDCs and NGOs was often quoted, in particular the latter, and clearly many candidates had been enthused by the progress being made as regards the role and status of women in some parts of the world with the help of various NGOs.

**Section B**

This section, consisting of two full length A level essays, generated the breadth in response quality of the paper as a whole. At one end were those candidates who wrote with powerful fluency and a sharpness of focus that explicitly answered the question. All these questions demand a high degree of analysis and evaluation to offer convincing discussions. Those candidates who were content to regurgitate pre-learned material, often a narrative of a favourite case study, tended not to be successful at the higher Levels, especially in AO2 in which marks are awarded for ‘Analysis, interpretation and evaluation.’ Marks in this AO form the majority in this section and candidates should be reminded of this regularly during their preparation for this paper.

## Earth Hazards

### Question No. 7

Most candidates discussing the relative seriousness of primary rather than secondary effects arising from earthquakes did so quite convincingly. Frequent mention was made of earthquake events effecting locations at contrasting places along the development continuum. In this context responses offered interesting discussions about primary effects, such as collapsed buildings in LEDCs such as Haiti, as against the relative stability of aseismic architecture in MEDCs such as Japan and the USA. Examiners were pleased to read comments about Chile, an example of a country that has been able to make significant progress in terms of reducing vulnerability to the primary impacts of earthquakes. The scale of any particular event was frequently used as an evaluative point, with the 2011 earthquake and its accompanying tsunami in Japan being quoted. The level of detail, such as the key factor of the relative subsidence of the coast thereby making the protective sea wall less effective against the tsunami, a secondary impact, was very impressive from some candidates

The contrasting abilities of countries at different places along the development continuum to recover from an earthquake was used well by many when assessing secondary impacts. Factors such as relief aid (food, bottled water and temporary shelter) and level of medical care were cited as being significant.

There was a tendency by some candidates to offer detailed accounts of case studies of particular earthquake events. This took a response so far but because it was not evaluative, marks in AO2 were not that high.

### Question No.8

This question looked at the management of earth hazards focusing on the role of technology. Most candidates drew on their knowledge and understanding of the roles technology can play across a variety of earth hazards. The technology involved in monitoring volcanic activity was well known by many with convincing exemplification from Japan and the USA. It was also encouraging to read comments about technology being deployed in non-MEDC countries, such as Cameroon, Indonesia and along the Andes. The technology involved in coping with earthquakes was also confidently handled. Candidates were aware of the difficulties in prediction and were comprehensive in their knowledge of aseismic building design. Fewer candidates included comments about flooding, both river and coastal, although the capital intensive technology protecting the low lying coastline of the Rhine Delta and the Thames barrier was made effective use of by some. Mass movements were included by a minority with sensible discussion of the ways in which technology can monitor and prevent such events becoming hazardous.

It was also encouraging to read comments covering the use of technology in search and rescue and recovery post event. Technology such as thermal imaging, heavy lifting gear and helicopters was a relevant area to include.

The key element of a successful response was that the technology was clearly linked with 'successful management'. Some candidates used the Aberfan tragedy to make the valid point that had technology been available and deployed, the dreadful event might have been avoided.

## Ecosystems and environments under threat

### Question No. 9

Candidates writing about the relative significance of the factors responsible for the distinctive characteristics of a local ecosystem or environment generally displayed good knowledge about their chosen location. They were aware of the influence of factors such as drainage and various human factors such as land-use. One noticeable absence was reference to geology linked to soil

type and thereby to vegetation. The key discriminator was the degree to which a responses assessed the ‘...relative significance...’ of the chosen factors. Rather too many essays leaned heavily towards narrative description.

#### **Question No. 10**

The more popular of the two questions in this Option was well answered by many, and examiners were pleased to read balanced accounts of both negative and positive human impacts on physical environments. Effective use was made of case studies such as Yellowstone National Park, with the unforeseen effects of the elimination of the grey wolf throughout the area’s ecosystem well known. The subsequent re-introduction followed by recovery of bio-diversity and general health of the ecosystem was convincingly used as an example of positive human impacts. Likewise, other examples of conservation management to the benefit of an ecosystem were included to balance the all too obvious negative impacts of activities such as deforestation and coral reef destruction.

### **Climatic Hazards**

#### **Question No. 11**

Examiners reported reading very few responses discussing the extent to which either acid rain or photochemical smog is caused by the interaction of physical and human factors. It is, therefore, not possible to draw much by way of generic conclusions. Suffice it to say that these responses tended to reflect either very well-known material, or had a very poor grasp of the topic.

#### **Question No. 12**

Climatic hazards are among the most predictable of all hazards with the increasing use of technology playing the key role in the monitoring of the atmosphere. Candidates were mostly very secure in their evaluation of the role various technologies can play in managing climatic hazards. Most commonly, responses contained substantial and authoritative material about the monitoring, measuring and prediction of tropical storms. The various technologies that NOAA and NASA deploy were cited and evaluated, with candidates aware of the relative success in tracking the development and path of a tropical storm. It was good to read accounts of actual examples with Katrina, Mitch and Nargis being frequently discussed. The difficulties in predicting exactly where landfall might be made was a point candidates often made and linked this with whether or not the impacts can be reduced.

One element here that candidates could reflect on further is the practicality of evacuating large numbers of people with relatively little advance notice. Further evaluation came in the contrast between countries at different points along the development continuum as regards their abilities to deploy technology. It was encouraging to read that many candidates appreciated the sophistication which India for example has achieved through the use of satellite technology over the Bay of Bengal, in monitoring tropical storms.

Evaluation also came when candidates appreciated that the sheer magnitude of some climatic hazards made it difficult for societies to reduce their impacts. In this example, severe drought was well discussed as were various tropical storms. Some candidates displayed very effective knowledge and understanding about the issues surrounding the management of tornado hazards. In particular, recent advances in technology such as Doppler radar and the ability to use modern technology such as mobile phones, was quoted as helping reduce the impacts but only to some extent.

## Population and resources

### Question No. 13

Many of the responses discussing the extent to which resource supply depends upon physical factors were sound but few were really convincing. Candidates generally appreciated the relationship between physical factors and resource supply, but most accounts would have more persuasive had their factual locational knowledge of mineral deposits or average wind speeds been stronger. It was good to read of the role technology is playing in extending the supply of oil and gas resources from fields where directional drilling is taking place for example. It was also encouraging to read analysis of the role political factors can have in resource supply. For example, in the debates about drilling in Alaska, fracking in both the USA and the UK, and in the location of wind farms. Helpful comments were made by some candidates regarding the change through time in the use or not of substances such as uranium.

Overall, the one factor given too little consideration was that of economics. Although examiners read plenty of essays which mentioned tin mining in Cornwall, the role of the world price for minerals was given too little attention.

### Question No. 14

Most of the candidates choosing this question, which asked them to discuss international migration in terms of its creation of opportunities or challenges, offered thoughtful discussions. Responses used examples such as Mexico to USA and Eastern Europe to UK to suggest that both opportunities and challenges were posed by people moving across borders. The more convincing discussions offered evaluation of the impacts on both source and destination locations and it was heartening to read responses which appreciated not just the social or economic impacts but also political. In this latter context, examiners were pleased to read comment about the role international migration played in the recent general election and how locally, it continues to exercise a significant influence.

## Globalisation

### Question No. 15

Assessments of the impacts globalisation has had on people living in MEDCs were generally well constructed. Candidates were well aware of advantages such as cheaper goods, for example electrical appliances and clothes, as well as opportunities for tourism that many in MEDCs enjoy. The more astute responses included comments about the way international power relationships tend to favour MEDCs such as through the World Trade Organisation or groups such as the G7 and the Security Council of the United Nations. But candidates were also conscious of negative impacts of globalisation. The impacts of de-industrialisation on local and regional communities were often quoted, such as the loss of heavy manufacturing in locations such as South Wales or North-East England with consequent high levels of unemployment. This was countered with the point that pollution has reduced significantly in these places and that new industries are developing, some of which are the result of inward Foreign Direct Investment (FDI).

### Question No. 16

Evaluations of the role specific trans-national corporations can have across the development continuum were encouraging in the detail many candidates had acquired regarding TNCs such as Apple, Toyota or Nike. The common internal structure of a Headquarters in the country of origin, usually a MEDC with manufacturing branch plants overseas in countries which might be identified as NICs or LEDCs was well known. The key aspect influencing the AO2 mark was how focused the response was on evaluation, for example of this type of structure. Many candidates made the case that MEDCs tend to benefit as HQ tend not to migrate but branch plants can, and are opened and closed relatively frequently, depending on the economics of their productivity. There were also plenty of discussions making the point that much FDI was amongst MEDCs and

in this context the car industry was often quoted. Thoughtful comments were also made about the advantages TNCs can bring to LEDCs such as training, improvements in infrastructure and a degree of wealth creation where they operate manufacturing plants.

## **Development and inequalities**

### **Question No. 17**

Discussions of the relationship between the level of economic development and quality of life tended to offer sensible comments but perhaps required more factual material in order to lend support to the argument. Candidates were clear in recognising a positive correlation between economic development and quality of life and many had been enthused in their consideration of this topic by the presentations of Hans Rosler. Evaluation came most convincingly when a response looked at a place where economic development was proceeding rapidly, but where environmental factors detracted from quality of life. In this context, Chinese metropolitan centres were often quoted as having very poor air and water quality and that many people lived at very high densities.

### **Question No. 18**

Assessments of the extent to which the Development Gap is decreasing tended to agree with the statement and put forward advances in economic levels as well as other measures of development such as Human Development Index as evidence. Some candidates seemed to have made detailed studies of particular countries at different places across the development continuum which served them well when answering this question. It also seemed to examiners that some candidates had made effective use of the Gapminder web site when investigating this option which allows a student to chart development through time of a country.

The unfortunate example of Zimbabwe was also quoted as an example of where the Development gap has increased due to political factors. Convincing arguments were also put forward suggesting the although national growth can lift the level of a country as a whole, significant regional inequalities can persist and that this increase the development gap for certain people. Here, the example of China was often quoted with the west-east contrast being identified.

## 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 more at the highest level as candidates seemed better equipped to evaluate effectively.

Some candidates missed the key demands to justify and evaluate in many of the questions. Too many candidates still failed to recognize 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. Some of the titles quoted in questions 4 and 5 were impracticable and this limited the candidates' answers.

Yet again it seemed to be the performance in section A, especially the 10 mark questions, that influenced overall performance. This was often because candidates possibly did not read the exact wording of the question correctly.

It is **vital** that centres read and follow the specification. The examination is based on the topics and the structure spelled out in the specification. 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.

At times the poor level of English (especially in reading the exact meaning of questions but also in expressing ideas carefully) and lack of geographical knowledge left the candidates very exposed, but generally there was evidence of candidates carrying out quality and realistic fieldwork. The standard of handwriting seemed much worse this year and it does make the reading of complex arguments quite challenging for examiners.

### 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 although answers were stronger than in past examinations with some very effective answers especially for the 5 mark sections. There was more evidence of careful reading of the question with fewer irrelevant answers.

#### Question No.

1. (a) **Study Fig. 1, an OS map extract of an area in which it is proposed to carry out an A level river investigation.**
  - (i) **Using map evidence, suggest the issues this area presents for such an investigation.**

[5]

Candidates offered a vast range of practical issues that a river investigation might encounter in the area of the map extract. Those that achieved effectively supported their issues with evidence taken from the map. It is a general point that these initial five mark questions that refer to a resource need data (in this case place names, grid references) taken from the resource to support any points made. A greater use of grid references should be encouraged and candidates need to understand the implications of contour patterns and scale. Answers such as:

*The slopes of the valley are too steep for investigators to get near to the river safely.*

Show a limited appreciation of what the map indicates about the area or what a fieldwork exercise finds challenging.

**(ii) Assess the factors that should be considered when selecting an appropriate sampling strategy for this river investigation.**

**[10]**

There were three elements to this question:

- The factors that influenced the choice of sampling strategy e.g. time, river length.
- Appropriate types of sampling e.g. stratified, linear, pragmatic
- Assessment of the relative importance of the factors

Candidates usually managed a variety of factors but often these were not well linked to sampling strategies and few offered effective evaluation of the factors. It was this latter aspect that distinguished the highest level answers. Many demonstrated they didn't understand the types of sampling strategies or confused their natures.

**(b) Evaluate the use of ICT in the presentation of data.**

**[5]**

Most candidates appreciated that such an evaluation required both the positives and negatives of the use of ICT although a totally one sided, yet detailed, evaluation could gain a maximum. Many offered very basic points such as speed, increased neatness, greater accuracy. Those that went beyond these basic points or supported them with examples accessed the higher level. Some candidates ignored the focus on data presentation and considered data handling and processing ICT roles.

**2. (a) Study Fig. 2, a map used in an investigation into regional inequalities.**

**(i) Assess the effectiveness of this map.**

**[5]**

This map taken from a respected site on the internet demonstrated a myriad of poor practice which most candidates identified. Here a one sided assessment might well have been totally justified. Again candidates were expected to refer to the resource to access the top level. Compare:

*The key on the map hides variations within the divisions.*

With

*The bands are broad and hide the detail – for example all of Russia is 0.780 to 0.850 but generally the HDI is likely to be higher in the west and lower in the east.*

Comments such as lacks a scale, no north, no country names, are valid but low level type responses.

**(ii) Describe and justify an alternative way of representing spatial patterns of data at the global scale.**

**[10]**

Having seen poor practice candidates were invited to offer an alternative way of representing spatial data at the global scale. Candidates who offered more than one way need reminding that only their first will be considered.

Some candidates offered ways that were difficult to see working at the global scale or were difficult to do effectively, such as the use of dot maps to show HDI values. Most went for located proportional symbols although some tried flow lines but made this relevant by linking it to the spatial patterns of world trade. Justification was the key to the top level, and should have focused on the ways that the chosen technique was effective at representing spatial data at the world scale - which few really appreciated.

Many seemed to lack any detailed understanding of their chosen way such as:

*You can use different sized dots to give you the different ranges of HDI.*

Few recognised the advantages of proportional symbols in showing large values by relating the dimensions to the square (circles and squares) or cube (spheres or cubes) root of the data.

Candidates need reminding that the description of a presentational technique is often best achieved by using a diagram. Fewer than normal offered such supporting diagrams.

**(b) Evaluate the usefulness of the internet as a source of data for investigations.**

**[5]**

Much was simplistic referring to type of data and cost, although more effective answers exemplified these advantages. Most offered the caution that such data was often dated or inaccurate. The most effective answers identified the 'for investigations' in the question and linked their use of the internet to this such as:

*Google Earth allowed me to check out my planned site before I got there for any safety issues.*

3. (a) **Study Fig. 3, which shows population data for an area sampled in an A level investigation. Suggest why the questionnaire data may not be representative.** [5]

This was not a popular question possibly because it was perceived as the ‘statistics question’ which is traditionally avoided by so many candidates. This compared the makeup of the population sampled in a questionnaire with the census figures for the same area. Most appreciated why the questionnaire data was not representative but were not so effective at explaining why. Those that used the two sets of data to support their reasoning produced sound answers whilst others offered more generic, less successful, accounts of the limitations of using questionnaires, for example:

*More people over 65 responded as they had the time to spare.*

- (b) **Assess the factors that should be considered when selecting a statistical method to analyse data in an investigation.** [10]

Yet again there were 3 elements to this question:

- a) Factors that needed considering e.g. the nature and volume of the data
- b) Types of possible statistical methods available to analyse data e.g. Spearman’s rank
- c) The assessment of the factors.

As so often it was the latter element that tended to determine the level of the response. So many candidates did not say how important their chosen factors were in the selection process. It was encouraging to see that candidates did appreciate a range of statistical methods and could allocate them to the correct type of analysis e.g. correlation of variables.

Candidates that offered more generic aspects such as time available, impact, cost, availability of ICT tended not to get into higher levels as often these were left unsupported with statistical methods or examples. Some of the most effective referred to their own experience in their investigation. This latter approach should be encouraged.

- (c) **Evaluate the use of colour in data presentation.** [5]

Like so many of the 5 mark questions this year, this was often answered very effectively demonstrating a good appreciation of both the positives and negatives of using colour in data presentation.

## 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 investigation rather than selecting the appropriate sections or aspects 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 seemed far less effective and not always clearly geographical this round, but candidates should still be encouraged to state a place in the title:

*To investigate if longshore drift is operating on the beach.*

Would be better worded:

*Does longshore drift occur on Chesil beach, Dorset.*

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

Those candidates that achieved the highest grades:

- 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 what evaluation required
- Wrote in a coherent style with clear conclusions that related back to the initial question

**And above all:**

- Answered the question set

It is not expected that answers will be of equal length in section B. 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, this summer, rarely offered no such evaluation.

In section B answers gain little or no credit for suggesting what could have been done. Answers should demonstrate some sense of the real investigation in a particular location to achieve at the highest level.

If candidates use ‘may’ or ‘could’ it strongly suggests they are not referring to their experience on their investigation. They should be discouraged from this habit.

**4. Assess the relative importance of the factors you considered when designing the title of your investigation.**

This question has three elements:

- a) The factors that underpinned the choice and wording of the title of the investigation
- b) The title and the nature of the investigation – evidence that there really was one carried out by the candidate
- c) An assessment of the relative importance of the factors – which ones were key

To achieve at the highest level all three elements were needed. All too often one or more elements were missing. Too many candidates based their answers around their investigations rather than the exact wording of their title. Unfortunately in many cases the poor wording or inappropriateness of the title restricted the candidate. Titles such as:

*The land use of London*

were far from helpful. In other cases the investigation activities bore no relationship to the title. For example for a title:

*Dawlish Warren sand dune ecosystem – the impact of human activity.*

Why was a decibel survey and environmental quality survey carried out in a nearby town? Candidates need to have titles carefully checked to ensure they are achievable and have some underpinning of geographical theory or at least some mention of place.

Many did use the SMART acronym and it did offer some structure to their answers but simply writing down 'realistic' adds little. Those that explained how their title was 'realistic' – usually linked to time, resources and ability of the investigators – used the acronym effectively to develop their answers.

It is apparent that many learners do not stop and think about this initial phase of an investigation, as often they quoted results which couldn't have possibly informed their investigation or referred to aspects such as risk assessment and hypothesis creation that only happen after the title has been created. Titles are the aspirations of the investigation, the very starting point, rather than the practicalities.

**5. To what extent do you agree that the most important limitation in carrying out your investigation was the need to rely on other people?**

The assessment of relative importance does allow those who carried out individual investigations with little or no 'other people' input to achieve full marks as long as they explained why they didn't involve others. Some candidates went to great trouble to find people's input, often resorting to using parental taxi services to get to the sites. Most candidates involved 'other people' in their investigation as:

- Co-workers/colleagues
- Sources of data – both primary and secondary (experts)
- Sub-contractors for various tasks or stages of the investigation
- Random elements or causation factors in activities/patterns
- the prime focus of their investigation.

Some candidates saw this as an invitation to write about the problems in carrying out a questionnaire. Some saw 'people' as an asset rather than a limitation – indeed answers that pointed out the positives and negatives of relying on people could achieve a sound result – but the key was the degree to which it was the **most** important limitation. In other words candidates were expected to compare it with other factors such as the two favourites: time available and equipment.

As in question 4 there was an expectation that the investigation was clear and that it provided the context for the assessment.

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