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Examiners' report

GEOGRAPHY

H081

For first teaching in 2016

H081/02 Summer 2024 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Paper 2 series overview

Candidate responses from the Summer 2024 series followed previous years' preferences in favour of three topics, Disease Dilemmas, Hazardous Earth, and Climate Change. An increasing number of centres focused on Climate Change. Few candidates offered responses for Exploring Oceans and Future of Food; therefore, it is difficult to draw generalisations and as a result commentary has not been provided for these questions.

Candidates had 1 hour and 30 minutes to complete the examination paper. The total maximum mark for the paper was 68 marks. The examination appeared to differentiate well between candidates of different aptitudes and levels of preparation. Across the optional units, candidates do perform comparably.

Section B required candidates to apply their knowledge and understanding from relevant topics to answer the synoptic questions. It is important for candidates to use the resource booklet as much as possible. The resource booklet is a valuable source of information which should be used to assist candidates when answering sub-part (a) questions. Candidates who achieved higher levels showed well-developed ideas linking resource evidence (A01) to a particular theme. There was clear evidence of a holistic geographical perspective to stimulus data. Candidates who did not perform as well within Section B often missed opportunities to use the data from the resource booklet to prove a particular viewpoint.

Section C offered a choice of two essay questions for each topic and candidates were required to select one. In the 20-mark essay questions candidates tend to focus more time on knowledge and understanding (AO1). Greater focus should be concentrated on the importance of analysis and evaluation (AO2). Candidates should remember that place specific detail, case studies and examples are needed throughout the response, rather than just at the start of the response. Within Section C the essay questions require candidates to demonstrate knowledge and understanding (AO1) alongside analysis and evaluation (AO2). Candidates who achieved Level 3 for their AO2 marks tended to decide whether they felt the statement was true or false. Candidates who performed well with their extended responses considered the statements and then reached a conclusion regarding the success, failure, or impact of the strategies.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• satisfied the specific requirements of any given question	• struggled to apply their knowledge and understanding to the examination question
• wrote well-developed ideas linking resource evidence (A01) to a particular theme	• did not use the resources provided to their full ability
• gave clear evidence of a holistic geographical perspective to stimulus data	• did not include exemplar support where it was a pre-requisite of the question
• gave place specific detail, case studies and examples were used throughout the response	• provided generalised discussions rather than place specific detail
• focused on the command words within the examination question	• did not use geographical evidence to support their conclusions
• used accurate and clear geographical evidence throughout their responses	• did not include geographical terms or concepts.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• provided evaluative comments across the response in essays • were able to make clear links from different parts of the specification.	

Section A overview

Candidates can select one topic within Section A from a choice of five topics. Very few candidates made rubric errors indicating that candidates have a good awareness of the structure of the exam paper. The most popular topics were Disease Dilemmas and Climate Change followed by Hazardous Earth. No one answered the Future of Food and only two candidates completed Exploring oceans.

Question 1 (a)

1

(a) Explain **two** ways in which lake sediments are used to reconstruct past climate. **[4]**

Most were able to identify two ways lake sediments are used to reconstruct past climate change. Not all candidates were able to explain these, but the vast majority performed well on this question by linking each method used to reconstruct of past climate.

Question 1 (b)

(b) Examine the role of natural atmospheric greenhouse gases in driving climate change in the geological past. **[6]**

This required an understanding of types of greenhouse gases and how they can impact climate change. Carbon dioxide was frequently mentioned. Many candidates could explain the link between gases and global temperatures, however, to move into Level 3, it was important to be able to link this to change over time and fluctuations such as glacials and inter-glacials.

Exemplar 1

1 b) Atmospheric greenhouse gases had strong correlation with icehouse and greenhouse conditions. For example, in the mid-cretacious period this is an example of greenhouse conditions with 5 times the levels of CO_2 today

and 6-8°C higher. This meant there were high sea levels and no polar ice caps. However ~~m~~ 35 million years ago (start of Oligocene) the levels of CO_2 dropped significantly from 1200ppm - 700ppm this caused a decrease in temperature and sea levels. Polar ice caps also formed in areas like Antartica, due to the decrease in temperature. Similarly, atmospheric greenhouse gases caused the greenhouse effect. They absorb 1/3 of long-wave terrestrial radiation and re-emit it as thermal, back radiation. Without this our world would be 18°C cooler.

Exemplar 1 is a good example of a candidate who has covered change through time well and made explicit links to global temperature. To achieve full marks, more development/explanation of the final point on how gases cause change in temperature was needed.

Question 1 (c) (i)

(c) Study **Fig. 1** which shows highest recorded air temperatures in the UK, 2015–2022.

Fig. 1 Highest recorded air temperatures in the UK, 2015–2022

Year	2015	2016	2017	2018	2019	2020	2021	2022
Air temperature (°C)	36.7	34.4	34.5	35.3	38.7	37.8	31.1	40.3

(i) Using the temperature data in **Fig. 1**, calculate the value of the mean (correct to **one** decimal place) and the range. You must show your working. **[4]**

Virtually all candidates achieved full marks on this question. Marks were awarded for the correct method and the answer. Where candidates didn't score full marks, this was due to one part of the question being missed.

Question 1 (c) (ii)

(ii) Using evidence from **Fig. 1**, analyse the variation in air temperatures shown. **[6]**

This question required clear and developed analysis of the data presented. Candidates were able to engage with the data and look at trends and identify anomalies. To move into Level 3 there was a requirement to link resource evidence to potential reasons for variation in air temperature, to show that candidates had fully engaged with the resource.

Question 1 (d)

(d) 'An effective response to climate change requires policies that extend beyond the vision of international directives.'
Discuss. **[12]**

This essay required candidates to make a judgement on the effectiveness of a range of responses to climate change. To access Level 3 candidates needed to show accurate understanding of at least one international directive. They needed to provide a convincing evaluation of not only what the policy was but equally the positives and negatives of the scheme and resultant impact on climate change.

To show they could go 'beyond the vision' and successfully evaluate the question they needed to understand that national and sub-national policies were also important. The best answers focused on the idea that the most effective responses happened at a variety of levels and the implementation and cooperation at all scales provided the best management to climate change.

Question 2 (a)

2

(a) Explain how diseases are classified as infectious and non-infectious. **[4]**

Candidates needed to simply identify the difference between infectious or non-infectious disease. This was done in some cases by defining the classifications, others used examples to help them develop ideas. The question was answered well by most candidates.

Question 2 (b)

(b) Examine the role of women in combating disease risk. **[6]**

The aim was to identify how women can be used in the management of disease. Many candidates were able to successfully discuss the example of Guinea worm in Ghana. The best responses went into Level 3 when candidates were able not just to describe the role of woman but could explain how the scheme was a success.

Misconception

There were some gender misconceptions about the role of women in the home and consequent impact on disease prevention. The focus needs to be more on their roles in the local community as the role of woman varies across the World.

Question 2 (c) (i)

(c) Study **Fig. 2** which shows prevalence of HIV among adults aged 15–49 in sub-Saharan Africa, 2021.

Fig. 2 Prevalence of HIV among adults aged 15–49 in sub-Saharan Africa, 2021

Country	Eswatini	Mali	South Sudan	Central African Republic	Lesotho	Sierra Leone	South Africa	Zimbabwe
Prevalence of HIV (%)	27.9	0.8	2.1	2.7	20.9	1.4	18.3	11.6

(i) Using the HIV data in **Fig. 2**, calculate the value of the mean (correct to **one** decimal place) and the range. You must show your working. **[4]**

Virtually all candidates achieved full marks on this question. Marks were awarded for the correct method and the answer. Where candidates didn't score full marks was due to one part of the question being missed.

Question 2 (c) (ii)

(ii) Using evidence from **Fig. 2**, analyse the variation in prevalence of HIV shown. **[6]**

This question required clear and developed analysis of the data presented. Candidates were able to engage with the data and look at trends and identify anomalies. To move into Level 3 there was a requirement to link resource evidence to potential reasons for variation in HIV prevalence, to show that candidates had fully engaged with the resource.

Question 2 (d)

(d) 'The use of plants for medicine is not sustainable.'
With reference to a **case study** of **one** medicinal plant, to what extent do you agree? **[12]**

Most candidates used the rosy periwinkle as their example of 'one medicinal plant'. What made the distinction between achieving the higher levels was the application of the example and ability to evaluate. Some candidates were inclined to just write a case study without fully evaluating the sustainability of the medicinal plant. As candidates moved through the levels, they began to consider the idea of rainforest destruction and whether medicines could be produced on mass. The best responses were those that made a convincing evaluation of the question considering the benefits of the medicine versus impact on the environment. This led to secure judgements on whether they were able to ensure future production whilst maintaining the quality of the environment.

Exemplar 2

2	d	I agree with this statement to a large extent as the use of medicinal plants such as the Rosy Periwinkle are cases of biopiracy and are not sustainable, as its use doesn't ensure that there will be supplies for future generations whilst also meeting the needs of the current generation.
		Medicinal plants such as the Rosy Periwinkle are extremely valuable due to their significance in the use of medicine. For example, the Rosy Periwinkle is used to manufacture to major cancer drugs: Vinblastine and Vincristine. Vinblastine has been used to treat childhood leukaemia and has increased the survival rate for this disease from 10% to 95%. As cancer is becoming increasingly prominent across the world, there is an increase in

the demand for the Rosy Periwinkle, meaning that it is over hunted ~~and~~ by drug manufacturing countries, posing as a risk to ~~ex~~ its existence. This is because the Rosy Periwinkle is endemic to the tropical rainforests of Madagascar, (as well as being ~~fo~~ found in small amounts in countries such as India, China, Jamaica and Philippines) due to the specific conditions that are needed for its growth. This ~~means~~ that is because the plant needs a warm climate with high soil moisture and a slightly acidic soil pH, meaning that it can only be found in very few tropical and sub-tropical regions such as the Madagascar. Overhunting these plants would mean that the Rosy periwinkle would not have sufficient time to be regrown, increasing the risk of extinction of the plant - which highlights how its overexploitation is extremely unsustainable.

In addition, the trade of the Rosy Periwinkle is extremely profitable as it is worth around £11 million a year. However, none of these profits is returned back to the Madagascar (highlighting how it is a case of biopiracy) as Madagascar remains as one of the poorest countries in the world, whilst growing one of the most profitable plants. This too is very

~~Not~~ unsustainable as it means that the Madagascar government does not receive enough foods to launch conservation projects in order to protect the Rosy Periwinkle and conserve the tropical rainforests it grows in. The extraction of the Rosy periwinkle has contributed to severe damage to the rainforests as the tree coverage in Madagascar has decreased by 27% in 20 years. Without funding the government through some of the profits from the use of the Rosy Periwinkle, they would not be able to preserve and protect the rainforest, increasing threats to biodiversity in the rainforest as a result of the deforestation.

However, there has been recent developments in order to make the use of medicinal plants more sustainable. Evidence for this includes the introduction of 4 international agreements against biopiracy to ensure that poorer, indigenous communities such as Madagascar receive a ~~the~~ fair and equitable share of the profits through the use of native plants such as the Rosy Periwinkle. This ensures that the governments receive some sort of fund to help preserve these plants. Furthermore, recent research developments now how vinoblastine can now synthetically be produced in a lab

within 12-18 months, and so this could contribute to a reduction in the demand for the Rosy Periwinkle, preventing overhunting and allowing it to be conserved.

In conclusion, the use of plants for medicine has not been sustainable to a large extent as the ever increasing demands for drugs result in overhunting, threatening the existence of plants such as the Rosy Periwinkle for future use. However, recent research developments allowing medicines to be synthesised has helped to reduce the demands for plants ~~not~~ potentially ~~making it more~~ contributing to an increase in sustainability in the future.

Exemplar 2 shows a comprehensive response to this question. The candidate has demonstrated clear place specific knowledge linked to the use of the rosy periwinkle. It shows clear evaluation throughout by focusing on three key areas. Firstly, there is discussion on the environment, then the trade in the plant/drug. What further lifts the quality of response is the consideration of recent developments such as international agreements.

This candidate has also written a clear and concise conclusion drawing their ideas together to produce a very well-rounded response.

Question 5 (a)

5

(a) Explain **two** characteristics of shallow-focus earthquakes. **[4]**

Two simple characteristics well explained lead to achieving full marks. Some candidates did have an unbalanced answer where they could identify characteristics, but not explain them fully.

Question 5 (b)

(b) Examine how the theories of continental drift and plate tectonics are supported by evidence for sea-floor spreading. **[6]**

This question only required theory of sea floor spreading as evidence for plate tectonics. In many cases candidates didn't focus on the question wording resulting in Level 1 answers. When done well, many were able to achieve Level 3.

Misconception

Students need to be able to explain each piece of evidence for continental drift and plate tectonics.

Question 5 (c) (i)

(c) Study **Fig. 5** which shows economic costs of earthquakes, estimated in 2021.

Fig. 5 Economic costs of earthquakes, estimated in 2021

Earthquake (year of event)	Northridge, California, USA (1994)	Kobe, Japan (1995)	Chuetsu, Japan (2004)	Sichuan, China (2008)	L'Aquila, Italy (2009)	Christchurch, NZ (2011)	Nepal (2015)	Iran/Iraq (2017)
Economic costs ($bn)	90	350	40	186	20	48	11	7

(i) Using the economic costs data in **Fig. 5**, calculate the value of the mean (correct to **one** decimal place) and the range. You must show your working. **[4]**

Virtually all candidates achieved full marks on this question. Marks were awarded for the correct method and the answer. Where candidates didn't score full marks was due to one part of the question being missed.

Question 5 (c) (ii)

(ii) Using evidence from **Fig. 5**, analyse the variation in economic costs of earthquakes shown. **[6]**

This question required clear and developed analysis of the data presented. Candidates were able to engage with the data and look at trends and identify anomalies. To move into Level 3 there was a requirement to link resource evidence to potential reasons for variation in economic costs of earthquakes, to show that candidates had fully engaged with the resource.

Question 5 (d)

(d) 'The impacts people experience as a result of volcanic eruptions are almost entirely negative.' Discuss. **[12]**

Candidates seemed to cope well with the evaluative aspect of this question. Arguments needed to be balanced to enter Level 3 and above showing the ability to analyse and evaluate both positives and negatives. Candidates who did well were able to include a range of examples in their answer to evidence their arguments. Overall, there were some interesting responses to this question.

Section B overview

Candidates are expected to use Section B as their opportunity to provide some synoptic geography within their examination responses. Synoptic assessment allows geography candidates to demonstrate their understanding of the connections between different aspects of the subject and topic content. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the AS Level course. The synoptic questions will link each Geographical Debate to another topic within the AS content (Physical Systems or Human Interactions) but not another Geographical Debate.

Question 6 (a)

6

(a) With reference to **Fig. 6**, suggest how the role of the media in shaping the public image of climate change can influence representations of a place. **[8]**

Candidates were able to engage well with the resource and account for the fact that media can sway public perception of various events. Most recognised the difference between formal and informal representation and how this can shape perception. The best responses were able to draw on both positives and negatives of this kind of representation, many of whom explained the different impacts such an image may have. To achieve Level 3, the ability to make clear synoptic links between place perception and how media shapes this in a variety of ways was key.

Question 6 (b)

(b) Examine how the vulnerability of people to the impacts of climate change can influence flows of money and investment. **[8]**

Vulnerability refers to those who are more susceptible to the impacts of climate change. A range of examples were used to answer this question. Most candidates referred to the more vulnerable in LIDCs or EDCs. There were little to no reference to coastal communities in ACs.

Flows of money was generally referred to in the context of money spent on protecting areas and therefore linked to investment, adaptation and protection strategies. Those candidates with well-developed ideas and in some cases exemplified, achieved Level 3.

Question 7 (a)

7

(a) With reference to **Fig. 7**, suggest how vectors of disease influenced by physical factors might affect demographic characteristics of places at a local scale. **[8]**

The candidates made clear links to the resource in this question. Links were generally made to Malaria and the issues associated with the disease. There were a few who successfully used Guinea worm. Most candidates entered Level 2 having reasonable knowledge of the disease vectors, to enter Level 3 they needed to show synoptic links to how the disease may influence different age groups in the local population and the subsequent impact of this on the local scale demographics.

Question 7 (b)

(b) Examine how national solutions for dealing with incidence of cancers linked to air pollution might be influenced by government spending in key services. **[8]**

This question required candidates to look at a range of solutions for dealing with air pollution. Higher Level answers made clear links between solutions and incidences of cancer. Links made to spending really were centred around the need for healthcare in most cases. The better answers discussed investment traffic reduction schemes and the impact of this on clean air thus drawing clear links to content from across the course.

Question 10 (a)

10

(a) With reference to **Fig. 10**, suggest how lava flows generated by volcanic eruptions influence socio-economic characteristics of places at a local scale. **[8]**

Candidates were able to clearly identify the impacts of lava flow from eruptions. Many referenced Hawaii for this question.

What did limit responses was the ability to link this to place clearly. Many made simple generic statements such as loss of tourism or homes. This needed to be taken further to discuss characteristics of the place such as damage to the built environment leading to evacuation or rebuilding homes. It was the ability to develop these ideas, which took a candidate from Level 2 into Level 3.

Question 10 (b)

(b) Examine how the features and processes associated with conservative plate boundaries might influence people's perceptions of place. **[8]**

Many confused conservative boundaries with other boundaries on this question. Those who performed well were able to discuss processes at the margin, in many cases by providing an appropriate example. Better links could, however, be made to place perception and the factors affecting this, such as age or gender.

Misconception

It is important to understand the different types of plate boundaries which exist, the processes which occur at each, and the landforms associated with the boundary. There are still some who get this confused.

Section C overview

Two essay questions worth 20 marks are available for each topic in Section C; candidates are required to respond to one. The 20 marks available are divided into, 10 marks for AO1 (Knowledge and Understanding) and 10 marks for AO2 (Analysis and Evaluation). AO1 marks are given for showing knowledge and understanding of content directly from the specification. This includes a case study focus within the question. For AO2 marks candidates need to apply their knowledge and understanding, for the purposes of analysis and evaluation and to come to a rational, well-evidenced conclusion based on their chosen geographical topic. Candidates may benefit from some support working on command words and phrases, such as 'To what extent …,' 'Assess the success of …,' or simply 'Discuss.'

Assessment for learning

Before candidates begin an extended response, it is always good to see a plan. This helps them to sequence their thoughts and ideas and therefore allows them to create a more fluent answer.

Question 12*

12* Evaluate the contribution of advanced countries (ACs) to anthropogenic greenhouse gas emissions over time. **[20]**

Question 12 was the question answered by nearly all candidates who chose this option. Most candidates approached this question by discussing change over time because of industrialisation. This was completed with use of the UK as an example of this change.

The best answers gave clear evaluation of how ACs have had a significant impact overtime, thus been a key factor in the main forcing agent of global warming. There was equally understanding of the fact that ACs have reduced their emissions, but the knock-on effect is that they had moved most of their production to EDCs such as China or India. This helped in making secure judgement as it provided a rational to their conclusions. Equally encouraging was the inclusion of an EDC such as China to use to re-enforce their argument.

Question 14*

14* 'The main causes of non-communicable diseases are cultural.'
Discuss. **[20]**

This essay required candidates to consider what the main causes of non-communicable diseases are. candidates were able to discuss a both the meaning of this as well as a range of diseases highlighting the key causes. This mainly referred to more 'western' diseases such as CHD or diabetes. Cancer was also readily discussed. Much of the causes of disease were linked to lifestyle factors such as drinking, smoking or obesity. The level of development of this did, however, vary.

The candidates tended to link a high standard of living to non-communicable diseases and ACs, and communicable diseases to LIDCs/EDCs. AO2 discussions included some insightful comments about how the standard of living varies nationally and locally and this can affect the susceptibility to a disease. This was often discussed with reference to the UK.

Exemplar 3

13

Plan

- agree to only some extent.
- social and economical have a much more significant impact
- CVD in UK + Lung cancer
- cultural: South Asian, ~~South~~ African and Middle Eastern communities under higher risk of CVD smoking more culturally acceptable in them.

In my opinion, the main causes of non-communicable diseases are cultural to some extent, as ~~factors that~~ social and economical factors have a much more significant impact on the cause and distribution of non-communicable diseases.

A non-communicable disease is a disease that is non-infectious and cannot be spread to individuals ~~due to~~ through direct/indirect contact. Instead, these ~~types~~ of diseases are caused by an influence of factors such as lifestyle, nutrition, genetics and environment, and the main examples of these class of diseases include CVD, diabetes and cancer. CVD (an umbrella term for heart and circulation related diseases) is one of the most significant causes of death as it accounts for 70% of deaths through NCDs globally, and 25% of deaths in the UK. One of the main cultural causes of CVD in the

UK is the fact that South Asian and African communities are under higher risk of ~~contra~~ getting CVD when compared to other ethnic groups, as a result of their genetics. This can be particularly problematic in the UK as a large proportion of the population are either South Asian or Black, meaning there is a relatively high prevalence of CVD in the UK. Furthermore, lifestyle choices such as access to tobacco and alcohol is one of the most significant causes of non-communicable diseases and this can be seen in China. In China, it is socially acceptable to smoke, and is common amongst the population as 1/3 of the doctors in China smoke. There has been scientific evidence to highlight the links between smoking and cancers (especially lung cancer) highlighting how there is a causual relationship between the 2 factors. This is due to the fact that cigarettes contain carcinogens such as tar which have been proven to increase the risks of cancer. As a result of the more positive cultural views towards smoking, lung cancer, amongst stomach, liver and oesophagus cancer, is the most common type of cancer in China - especially East China - as it accounts for 37% of cancer admissions. Furthermore, lung cancer also causes around 600,000 deaths annually in China, which highlights how cultural characteristics can be the main cause

of NCDs to some extent.

However, ~~social~~ socioeconomic factors ~~has~~ are a much more significant cause of NCDs - especially in the long term for a country. This is because Non-communicable diseases are also known as degenerative disease and so are ~~caused~~ more common in affluent countries (ACs) such as the UK due to the increasing life expectancy. In the UK, (which is a post-industrial country) the life expectancy is significantly higher as a result of improved access to medication and improved healthcare, meaning that people can delay degenerative diseases, and more protected from communicable, infectious diseases, meaning that they live longer. This then means that people are more susceptible / vulnerable to degeneration and degenerative, NCDs, as people aged 50+ have a greater risk of getting CVD in the UK.

~~Another~~ One of the main socio-economic causes of NCDs are also the type of jobs that people have and the influence it can have on one's lifestyle. This is because individuals in ACs have access to more tertiary and quaternary jobs (as a result of the post industrial economy) and so these jobs are more likely to be retired to males such as desks. This can have

influence on one's lifestyle and increase their exposure to a wider range of risk factors often compared to cultural factors, meaning that individuals would be more likely to suffer from an NCD as a result of socio economic factors when compared to cultural factors.

people in ACs have access to cars which would further reduce exercise such as walking as places can be easily accessed through cars. Another reason as to why these jobs are the most significant socio-economic impact is the fact that these tertiary jobs are also high income and so increase one's disposable income, therefore contributing to an increase in access to unhealthy food (such as junk food) which is more readily available in ACs as a result of globalisation. As the population have increased access to foods high in sugar, fat and salt, this further increases their exposure to major risk factors of CVD, including high blood pressure, high blood cholesterol, obesity etc. As a result, this increased exposure to risk factors mean that more people are likely to develop NCDs such as CVD, resulting in a wide spread - evident as 7.6 million people in the UK have CVD.

To conclude, socio-economic factors are the main cause of NCDs ~~for~~ at much more significant level as they can have a direct

Exemplar 3 shows a planned response. This is helpful to ensure ideas are sequenced before candidates begin writing. There is a clear introduction and definition of non-communicable disease with examples given. It examines the idea of genetic makeup, considering that some are more prone to disease and then makes clear reference to lifestyle exemplifying the rates of cancer. This shows clear understanding of cultural impact.

The UK is used as an example of socio-economic factors and the impact this has on disease. There were clear examples of the impacts of affluence on disease. There is thorough analysis of how this can cause non-communicable disease and provides a substantiated counter argument. This clear and convincing argument leads to the candidate achieving full marks.

Question 20*

20* 'The effectiveness of strategies used to cope with volcanic activity depends on a country's level of economic development.'
To what extent do you agree? **[20]**

This question required an evaluation of the types of management strategies used to cope with volcanoes over time. Within this candidates also needed to evaluate how effective these strategies are, whilst considering the countries level of development.

Candidates were clearly aware of the strategies used to manage volcanoes. There were some clear discussions over the use of measures such as lava channels, diverting the flow of lava and monitoring over time. There was in some cases discussion of exclusion zones using examples such as Montserrat.

The main case studies candidates used were Mount Merapi and Japan. This allowed them to consider the impact of the eruptions on each area affected. Those who focused on impact were among the less developed answers, as they missed the direction of the question which was to focus on strategies.

Management can be viewed in terms of management prior to an eruption, during and after the event. Most candidates generally completed this question looking at one example at a time which at times mean there were some missed opportunities to create a well-developed line of reasoning.

Assessment for learning

It is always good to see candidates read beyond the requirements of the specification. Knowing a wide variety of examples shows clear evidence of a good geographer who has really engaged with the course and developed their understanding of Geography.

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