

GEOGRAPHY

Paper 9696/12
Core Physical Geography

General comments

Answers were wide ranging in their quality and effectiveness. Many candidates displayed a sound understanding of the physical processes contained within the syllabus.

The use of English is often convincing, but candidates can be more uncertain when interpreting the demands of a question. Clarity of expression is a skill that many have developed, but not always clearly related to the questions themselves. Indeed, this quest for clarity could more often be achieved through the judicious use of illustrative diagrams, but this is a skill requiring further development. Questions involving plate tectonics, for example, would often benefit from diagrammatic support to enhance the answers, but this was not always forthcoming. Candidates should understand that illustrations and diagrams can do much to clarify explanations, even if not specifically required.

Few candidates failed to complete the required number of questions, although some left insufficient time to fully consider all possibilities in their **Section B** answers. Consequently, final evaluations were sometimes rather simplistic and suggest that planning in terms of time allocation still requires some attention. Nevertheless, there were few rubric infringements, and only a handful of candidates attempted more than the one specified question in **Section B**. These were generally the weaker candidates. Indeed, the experience of the last year suggests that the new format of the examination has been beneficial for most candidates.

All questions in **Section B** were attempted, but Atmosphere and weather continues to be the least popular of these optional questions. It is not surprising, therefore, that Atmosphere and weather also proved to be the weakest of the compulsory questions in **Section A**. However, there is some evidence that candidates are beginning to approach this topic more effectively than in the past, but the general level of competency still remains below that of the other topics.

A variety of 'command' words may be used in questions, but it is clear that 'define', 'assess/evaluate', 'describe' and 'explain' appear frequently. The latter two, in particular, continue to be too loosely applied by some candidates. For example, **Question 3(c)** required explanation in relation to mass movement, and statements of 'weathering' or 'vegetation' are not in themselves explanations. More detail is required. However, there were instances when detailed explanations were offered by candidates when only description was required.

The use of examples and case study material was effective. Candidates displayed detailed knowledge which they used relevantly, and which did much to enhance their answers. However, the use of diagrams was less effective. Explanations of the shape of storm hydrographs in **Question 1(c)** did not demand diagrams, but their use would have offered clarity. The same is true of **Question 5(c)**, where diagrams of the energy budget could be effectively used to discuss alternatives to reflected solar radiation. Diagrams were used by many candidates in both **Question 6(b)** and **Question 6(c)**. At times they could lack detail and accuracy, but they did clarify the text.

Comments on specific questions

Section A

Hydrology and fluvial geomorphology

Question 1

- (a) Candidates understand storm hydrographs. It is a topic well taught and approached with enthusiasm. High marks were achieved by many, although some carelessly omitted the nature of the units in **(a)(i)**.
- (b) Most candidates displayed a clear understanding of lag time, but too many lost marks in completing the simple arithmetical calculations.
- (c) Many candidates used this question to display extensive knowledge of storm hydrographs, but answers were too often descriptive rather than explanatory, and also failed to focus on 'shape', as demanded by the question. As discussed earlier, effective diagrams could have considerably enhanced answers.

Atmosphere and weather

Question 2

- (a) Most candidates realised that the question was requiring description only, and there were some detailed and effective answers. Some answers were so detailed that they obscured more general aspects of 'pattern'.
- (b) This was a challenging question for most candidates. Many were unable to identify two separate ways in which ocean currents could influence temperature, but more significantly, did not link their answers to seasonal variations. Many were aware that winds and wind systems could influence temperature, but did not set their answers in a seasonal context.
- (c) Answers were more effective than those to **2(b)**, but once again did not sufficiently consider 'seasonality'. Many were familiar with the influence of latitude on temperature, and why low latitudes were warmer than high latitudes, but often did not develop their answers to incorporate seasonal variations. Furthermore, some candidates continue to discuss temperature variations in terms of distance from the sun, rather than the angle of the sun's rays and thickness of the earth's atmosphere.

Rocks and weathering

Question 3

- (a) Both parts of **(a)** were effectively answered by most candidates, who seem increasingly able to identify heaves, flows, slides and falls.
- (b) Many candidates found this difficult. A clear descriptive comparison was required in terms of the effects of mass movements, but many drifted into the causes of mass movements.
- (c) Candidates were aware of a wide range of relevant factors, but as identified in 'General comments', explanations were often little more than statements.

Section B

Hydrology and fluvial geomorphology

Question 4

This was the most popular question in **Section B**.

- (a) A few candidates did not clearly identify the difference between infiltration and percolation in **(a)(i)**, but many answers were clear and precise. In **(a)(ii)** there was a lack of focus on the question posed, and superfluous information was included on physical features and flood control generally.
- (b) Most candidates could identify the main flows, and descriptions were generally reassuringly competent, although some wrote about flows within the hydrological cycle rather than a river channel. Explanations were more confused, and too often drifted into landform creation.
- (c) The variety of examples was the strength of many answers, with Boscastle featuring prominently. Not all were clear what 'the environment' involved, and there was too much emphasis on the causes of river flooding. Nevertheless, there were some detailed and thoughtful answers.

Atmosphere and weather

Question 5

More candidates than usual attempted the Atmosphere and weather question.

- (a) This part was well answered. Most candidates clearly understood orographic uplift, condensation and fog.
- (b) This was very well understood, with a clear understanding of how human activity affects both precipitation and wind in urban environments, although very few actually linked these effects to the named urban area.
- (c) Many could identify a range of factors having a significant effect on the energy budget, and reflected solar radiation/albedo was certainly one of these. An appropriate diagram would have enhanced many of the answers, and a more detailed final assessment would have lifted more answers into high Level 3, or Level 4.

Rocks and weathering

Question 6

- (a) Most candidates found difficulty in defining sheetwash, but rainsplash was often carefully illustrated by effective diagrams. Candidates understood the purpose of netting in **(a)(ii)**, but answers lacked detail and range.
- (b) Descriptions were limited in detail. Most found explanations easier, particularly when supported by an effective diagram.
- (c) A relevant diagram was once again used by many candidates. This was very effective for landforms such as oceanic ridges and volcanic islands, but not for rift valleys, transform faults, etc. Discussion of 'the most significant factor' was lacking in many answers, and was reflected in the relatively few candidates who achieved Level 4.

GEOGRAPHY

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| <p>Paper 9696/22 Core Human Geography</p> |
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Key messages

- Candidates should appreciate that the marks indicate the number of points expected, so candidates are unlikely to get, for example, 5 marks when they give a single undeveloped statement. Likewise, a 3-mark question should get an answer that takes a little over half the answer lines of a 5-mark question.
- Candidates should read the whole question before answering it, as they often answered the next part of the question in the first part. For example, many gave reasons for the differences in the age/sex structures in **Question 2(b)** when only a comparison was asked for; reasons for the differences were required in **Question 2(c)**.
- Some candidates struggled with **Section B** questions, possibly due to a lack of time. Candidates need to appreciate that the last part of **Section B** answers are worth 25 per cent of the total mark. It is an evaluation and is therefore often the key discriminator, so they should leave sufficient time to do themselves justice.
- Candidates should appreciate that where a question asks for two aspects (**2(c)**, **3(b)**) and they give more than two, the best two will be credited. It is not good practice to do more than the number asked for and should not be encouraged as it wastes time.
- Good case study knowledge is needed, especially in **Section B**, but it must be 'recent'. The syllabus indicates that 'case studies should be dated no earlier than 1980' and that those from 'within the lifetime of the student' are likely to be the most relevant and engaging. Case studies should also be appropriately applied to the question. Too many candidates simply repeated everything they had memorised about an example they had studied without applying it to the question properly, which made their answers lack focus.

Comments on specific questions

Section A

Population

Question 1

- (a) Few candidates had any difficulty with this question.
- (b) A comparison was needed but some candidates gave two separate descriptions, and this limited their marks. No credit was given for simply repeating data – some development was required such as calculating the numerical differences between the two groups, changes in totals or percentage changes.
- (c) Many candidates ignored 'limit to the increase' and gave reasons for low calorie consumption.

Population/Migration/Settlement dynamics

Question 2

- (a) Few candidates had any difficulties with these calculations.
- (b) This question required a comparison, but many candidates wrote two separate descriptions which limited their marks. In addition, too few used data from the pyramids. A significant number wandered into explanation, which was asked in the following question **2(c)**. Good responses took specific aspects of each pyramid and made a direct comparison, for example, 'The pyramid for the

HIC settlement has a significantly higher percentage of the population aged over 61 than the LIC settlement'.

- (c) Very few candidates explained the differences between the pyramids in the context as described in the question – two urban settlements. Many gave generic answers about the differences in population structures between two countries and hence many answers were formulaic and stereotypical. Very few mentioned the impact of rural-urban migration in the LIC settlement that was clear in the resource.

Settlement dynamics

Question 3

- (a) Although most candidates were able to achieve 2 or 3 marks, the focus on the buildings was lacking in many answers. Some able candidates did not achieve full marks as they over-complicated their answers by giving elaborate descriptions of, or listing, the building materials or by giving explanations which were not required.
- (b) Most candidates were able to give a reason related to the low income/poverty of the residents and the cost of formal housing, but many were not able to give a second distinctly different reason such as the railway giving access to other areas of the city or discrimination in housing and employment.
- (c) Good responses explained a range of reasons for economic challenges, but many did not get beyond 'it costs a lot because there are a lot of them'. Some recognised a low tax base as another issue, but few went beyond these challenges. Many ignored 'economic' challenges and gave general descriptions of what needed to be done.

Section B

Population

Question 4

- (a) (i) There were many succinct and accurate answers, showing candidates had learnt an appropriate definition for this term. Most candidates explained the link between population and resources, but weaker responses included explanations such as 'so that people have the bare minimum' or 'providing just enough to survive' rather than explaining the idea of maximising the advantages of the resources for all the population. The best responses included ideas of sustainability.
- (ii) Most candidates were able to describe two consequences. Weaker responses gave a simple point, for example, 'there won't be enough food', whereas stronger responses gave some development. For example, 'If there are too many people there may be food shortages. This can cause malnutrition or, in extreme cases, starvation. Malnutrition also causes ill-health which affects the ability to work and this can lead to low productivity in the economy'. A number of candidates wrote a single account involving a number of consequences. It is good practice in these questions for candidates to clearly set out two different consequences, for example, giving each consequence its own short paragraph.
- (b) Many candidates did not have a clear understanding of the term 'constraints' or 'sustaining population' and wrote general accounts of population problems, which produced weak responses. These terms are specified in the syllabus and it would be useful for teachers to give a number of ways to explain these terms to help their candidates' understanding. For example, 'What factors make it difficult for a population to meet its needs?'. The syllabus refers to 'wars' and 'climatic hazards', and some responses recognised these, but the ensuing coverage mostly lacked any extended exemplification or linkage to sustainability impacts. Strong responses were able to do this and bring in other factors too. Many candidates wrote only about China's one-child policy, which had some merit but limited their response.

- (c) In responses where each term was understood correctly, many candidates were able to describe the differing issues of overpopulation and underpopulation, but most did not go on to discuss the degree of challenge presented by the conditions. Many candidates did not understand the term 'underpopulated', often confusing it with 'ageing population', and gave inappropriate examples such as Singapore or France which severely limited the marks available to them. Some candidates used the examples of Australia and Canada but were only able to give generic answers such as 'there are not enough people to use the resources.' Good responses were able to give exemplification such as 'In order to overcome this challenge, the Australian government has encouraged selective migration by providing visas to highly skilled workers and for immigrants with good standards of education'. Most candidates were able to describe the issues of overpopulation and the best responses were able to exemplify their answers with well chosen examples. The best responses drew examples from several countries to illustrate different points. Too many candidates wrote about policies to address over/under population without explaining difficulties they cause, with many of these attempting to make their case study of China's one-child policy fit the question, usually with limited success.

Population/Migration

Question 5

- (a) Most candidates were able to describe a range of reasons relating to distance decay, but weaker responses did not go much beyond 'it costs more and takes more time'. The question was not limited to international migration and there were some good responses that referred to internal migrations such as rural-urban or urban-rural.
- (b) Most candidates were able to explain a range of obstacles and barriers, although some reiterated things they had been credited for in 5(a). Many candidates referred to Lee's model which then gave them a good framework for their answer. Weaker responses gave simple descriptions of obstacles such as 'mountains and deserts'. Better responses added some general geographical detail such as 'migrants moving to Europe from Africa have to cross the Sahara and the Mediterranean Sea', whereas stronger responses gave more detail. For example, 'For migrants moving to Europe from Africa, the Mediterranean is a physical obstacle. Many end up paying traffickers, often in Libya, to make the crossing to Italy in small boats that are dangerously overcrowded.'
- (c) Many candidates did not fully understand the term 'constraint' and simply answered in terms of 'obstacles and barriers', often repeating those given in 5(b). Most responses explained how age constrains migration and discussed it in terms of young vs old, although there were many sweeping, and not entirely accurate, statements such as 'few people over 50 migrate because they are weak, ill and immobile'. Many answers were also very general, lacking specific exemplification but instead describing the likelihood of different age groups to migrate. Good answers were able to give relevant examples: 'Most of the people migrating from Eastern Europe to the UK (following the enlargement of the EU in the mid-2000s) were initially younger, in the 20–30 age group, because they had fewer ties at home and were most likely to find employment, but over time many have been joined by their families once they established themselves.' Stronger answers brought in other factors such as gender, social ties, level of skills/education. The question was not limited to international migration and there were some good responses that considered differing ages as a factor in rural-urban and urban-rural migration.

Migration/Settlement dynamics

Question 6

- (a) Many responses simply gave little more than push/pull lists with little explanation or exemplification, while better answers explained the process of counter-urbanisation in some detail.
- (b) There were many weak responses which described very general consequences, often in terms of urban decline rather than specifically about population decrease.

- (c) Many candidates showed confusion or lack of understanding about the term 'urban renewal'. There were basically two elements to this question:
- urban problems, linked to
 - urban renewal schemes.

There were many weak answers that did not go beyond descriptions of general infrastructure improvements in cities or gentrification.

Strong responses clearly identified one or more well described urban renewal scheme(s) and assessed the extent to which they had addressed the urban problems they had attempted to solve. The redevelopment of London Docklands was a commonly used case study, but it was often hampered by being rooted in old case study material from the 1980s without bringing it up to date. Other well used examples were based on sport or culture-led regeneration such as the Olympics in London (2012) and Rio de Janeiro (2016 and linked with the World Cup in 2014), or the building of the Guggenheim Museum in Bilbao and the development of a new business district around the city's derelict docks.

GEOGRAPHY

Paper 9696/32
Advanced Physical Geography Options

General comments

The responses of the majority of candidates were generally encouraging with some very good answers to some questions. The resource based questions proved accessible to almost all candidates, although **Question 4 (a)** exposed the difficulties of certain candidates to express their ideas clearly. **Part (b)** of the resource based questions gave candidates an opportunity to explain the patterns and trends identified in **part (a)**. This proved demanding in some cases with a tendency to generalise and simplify rather than focus on specific processes.

The essay type questions all demanded an evaluation or a reasoned argument based on an assessment. Most of these answers would have benefited from a few brief sentences at the start of the answer outlining the issues that were being discussed. Conclusions should come at the end of answers rather than being anticipated at the beginning. Coastal environments and Hazardous environments were, as usual, the most popular. However, both Tropical environments and Hot arid and semi-arid environments proved more popular than in recent series.

There were few rubric infringements and only an occasional candidate answered questions from more than two sections.

The concept of sustainability, in all its forms, was a key element in **Questions 2** and **6**. However, it is still not fully understood by many candidates and environmental sustainability is often downplayed. It needs to be remembered that environmental issues cannot be addressed satisfactorily if the physical geography involved is not well understood.

Comments on specific questions

Tropical environments

Question 1

- (a) Although a small proportion of candidates answered this question, most managed to use the resource effectively to describe changes in vegetation height, density and structure. Some commented on the change in the water table, but not all related this to the actual vegetation.
- (b) Most candidates recognised that seasonality and rainfall totals were significant factors in the patterns and trends evident on Fig. 1.1. However, only a small proportion of candidates could relate this to specific changes that were evident with increasing distance from the equator. The best answers used specific examples and integrated them into the response.

Question 2

This was the most popular essay question in this option. There were some very good answers from those candidates with a wide knowledge and a secure understanding of a case study. However, many responses were unbalanced with the problems of sustainable management hardly addressed in certain cases. Some evaluations were far too simplistic and lacked a full appreciation of the success or failure of the chosen case study.

Question 3

This was the least answered question in this option. Those candidates who attempted it were aware of some granite landforms but demonstrated an uncertain understanding of the role of weathering in their formation. In addition, other relevant factors such as the nature of granite and topography received little attention.

Coastal environments

Question 4

- (a) As noted in the introduction, many candidates found it difficult to express their ideas clearly and effectively. In comparing the information in Fig. 4.1, the candidates were seeking clear patterns and trends regarding the level of risk to coral reefs. The use of data was helpful for illustration and elaboration. However, a sizeable proportion of candidates merely described and stated the figures without identifying the patterns and trends.
- (b) Most candidates showed a reasonably sound knowledge and understanding of the conditions needed for coral growth. However, there was a significant variation in the quality of response when explaining how overfishing, pollution and physical damage posed threats to coral growth. Pollution was often referred to generically rather than specific types and sources.

Question 5

This was the least popular question in this section with a generally weak response. Many candidates concentrated on the formation of various depositional landforms without any clear assessment of the characteristics of the coastal sediments or their influence on the landform. However, most answers showed an understanding of the sources of sediments within a coastal cell.

Question 6

This was the most popular question in this option. Many responses were impressive and used detailed knowledge and understanding of case studies to illustrate ideas. However, a few introductory statements outlining how sustainability was to be analysed would have benefited the answers. Better responses differentiated between environmental, social and economic sustainability and used this distinction throughout their discussion and assessment. The Holderness coast was the most frequent stretch of coast to be used as a case study, although there was a wide variation in the accuracy of information given regarding locations, schemes and costs. Some coastal case studies were too large such as the east coast of North America and this tended to lead to a generic response with a distinct lack of precise detail.

Hazardous environments

Question 7

- (a) There was a great deal of information shown in Fig. 7.1, and most candidates proved adept at recognising several patterns and trends, ensuring a good mark. Weaker responses were far too general in their description with little reference to specific geographical regions.
- (b) Most candidates were able to achieve a good mark on this question. Many responses recognised that the distribution is largely governed by plate tectonics, especially destructive and constructive plate boundaries. There was good use of examples and diagrams to illustrate the global distribution of volcanoes.

Question 8

This was by far the most popular question in this option and received a good response from candidates. The detail contained in many answers was encouraging, with reference to specific earthquake events used to illustrate the hazards. Strong responses included specific examples of management strategies used in different geographical settings. A small proportion of assessments were too simplistic and failed to really recognise the power and unpredictability of earthquakes.

Question 9

Tornadoes are small scale atmospheric disturbances. Unfortunately, a significant proportion of responses concentrated on the much larger phenomena of hurricanes, cyclones and typhoons. This resulted in a substantial amount of irrelevant material. A few good responses used parts of the United States as an example of the latest methods of prediction, preparedness and monitoring with a realistic assessment of reducing the impacts of tornadoes.

Hot arid and semi-arid environments

Question 10

- (a) This question was generally answered well but sometimes lacked detail. However, most candidates were able to comment on the type, structure and density of the vegetation shown in Fig. 10.1.
- (b) Most responses indicated a sound knowledge and secure understanding of adaptations to aridity. The focus was clearly on the acquisition and conservation of moisture, with the better answers offering explanations rather than mere descriptions.

Question 11

Few candidates attempted this question but most of those who did recognised that landforms created by fluvial processes are essentially relict features. The better responses built on this by considering landforms resulting from current processes such as wind action and the modification of relict features as a result of present day processes. In many cases, the opportunity to use diagrams and specific examples was missed.

Question 12

A significant number of responses lacked a clear and detailed consideration of the global distribution of hot arid and semi-arid environments. However, most candidates recognised the significance of the descending limb of the Hadley cell without necessarily linking it to wind systems. A small proportion of answers offered a more detailed evaluation with factors such as cold offshore currents and continentality being considered meaningfully.

GEOGRAPHY

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| <p>Paper 9696/42 Advanced Human Geography Options</p> |
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Key messages

- This was the third sitting of the newly structured examination and candidates seemed comfortable with the new structure. Candidates choose two from the four different options. Within these options is a compulsory two-part question, worth a total of 10 marks, and candidates then choose one essay question from two options, worth 20 marks.
- Teachers should continue to teach all content within each option. Sometimes, where candidates have a favoured part(s) to the option, the structured question may have a focus on another part of the option or the essay choice might not match with content selected by the teacher or candidate.
- For the compulsory question, **part (a)** is point marked about a resource, with clear allocation of skills marks. **Part (b)** is assessed by three levels and is along the same theme as the resource, but not necessarily using the resource.
- The optional choice of essay is levels marked – Levels 1–4. Quality planning of a response may take time but enables candidates to focus on the assessment objective Evaluation (AO4).
- Regarding dated content, the syllabus states ‘... Where possible, case studies should be dated no earlier than 1980...’ This date is suggested so that the case studies are relevant and engaging to candidates. Where examples are taken before this date, it is suggested that they are reviewed or summarised along the lines of ‘pre-1980 a range of measures were attempted but they were largely successful or not’.
- Any question which includes a type of factor requires other factors to be included in the response. The style of this question will be unfamiliar to some candidates, so should be practised by centres.

General comments

It was good to see that candidates made very good use of the data presented to them. Many candidates scored well on the point marked **part (a)** questions; however, it is worth noting that development of one point could only reach a maximum of 2 marks. Some candidates need to write more broadly about the data they are presented with. Comment about the main feature of the data/overall trend/pattern/impression is always useful, with specific data to back this up, and anomalies, if present.

In the **part (b)** answers, those which achieved Level 3 gave examples and addressed all parts of the question being asked. If candidates chose to use the figures in their answer, copying is given no credit, so candidates need to ‘do something’ with the information given to them, either by giving explanations for what they see or making comparisons between highest and lowest figures, trends or places on a map, etc.

On balance, candidates were well versed in appropriate geographical concepts and had learned some suitable examples.

For the essay questions, the better responses structured the whole essay as an assessment (a Level 3/4 response); some provided assessment in the introduction and the conclusion (a Level 2/3 response); some omitted it or made a simple statement (Level 1).

The best responses do more than take a narrative approach of learned content and apply knowledge and understanding to the question being asked. Examples should be used throughout and these can vary from places, strategies, techniques, methods, policies, etc. Weaker responses were, as ever, reliant on

description of specific situations and laid insufficient emphasis on evaluation and assessment. In many cases the evaluation was inferred or placed in a simple conclusion.

Candidate performance could be enhanced by using time well, such as in choosing carefully which questions to answer, by reading both in full and thinking about and planning the responses before starting. As essays carry 20 marks, they should take more time and be longer than the responses to **parts (a) and (b)** which carry 10 marks.

Comments on specific questions

Production, location and change

Question 1

- (a) This was generally done well, with most picking out the overall pattern. Most candidates used data and compass directions to describe location well. A small number did not use the data, simply using 'higher' or 'lower'. Some candidates lost marks as they tended to describe what was shown on the map, but failed to describe the pattern.
- (b) There were some good answers suggesting a good working knowledge of the informal sector. Most saw the difficulties of recording hidden activities and most also saw that evading authority (especially tax authorities) is a significant factor along with the illegality of some of the activities involved. Most of the candidates suggested the fairly obvious points about a lack of government data, not being part of the tax system, or people not wanting to divulge information. Some then went on to make thoughtful points about seasonality, temporary work, criminal activity or the position of women in relation to employment.

Question 2

In most cases candidates showed a reasonable understanding of both physical and economic factors. The quality of responses was often dictated by the level of detail and the use of examples. At the lowest level, candidates tended to agree with the statement and used examples of more extreme environments where physical influences might be more dominant. However, there were a number of sophisticated responses where there was a clear discussion, often bringing in economic factors and how these can modify physical conditions and how technology is playing an increasing role in food production. Examples of the Green Revolution and irrigation schemes were frequently the vehicle for this type of discussion. The focus was more often on production rather than land use, although this did not appear to impede answers. A number used Von Thunen as an idea, with varying levels of success. Where this dominated the discussion, the answer tended to lack a contemporary awareness of the question.

Question 3

Candidates appeared to find this question challenging, often resorting to simply describing change and referencing government policy in relation to encouraging economic diversification. Many chose India as the example, and demonstrated a lot of good 'historical' knowledge of India's post-Independence industrialisation policies. Answers tended sometimes to be overly descriptive with insufficient emphasis placed on assessing the success of these policies, especially the most recent ones. In this context, answers frequently lacked a focus on manufacturing and simply became a general description of national policy. The consequence of this was that a number of candidates drifted away from the key aim of the question, bringing in broader aspects about trade and globalisation and the growth of outsourcing in India. In most cases there was creditworthy material but answers generally lacked the focus required to achieve the highest marks.

Environmental management

Question 4

- (a) This was generally well answered. Perceptive candidates used the photograph effectively to produce 'local' answers. However, merely restating text shown on the diagram is a low level skill that cannot be rewarded. Candidates need to be encouraged to develop the information given to them.

- (b) Answers provided a wide range of environmental problems depending on the scale chosen and the type of biofuel with which the candidate was most familiar. Many described soil landscape degradation in its many forms as a critical issue; others, on a more global scale, saw the impact on global climate through deforestation while some saw the growing of biofuels as a threat to food security. A few candidates took this further by identifying threats to water systems. In most cases, differentiation was a result of the extent to which candidates simply offered a list or developed their ideas by offering some degree of explanation.

Question 5

The quality of responses was generally dictated by the examples chosen. Those candidates who used Norway or Iceland generally produced thoughtfully documented responses which were clearly evaluative. In many cases, these answers had considerable detail and were effectively used to show a sound understanding of energy security and had a clear discussion about energy policy and the trend towards the use of renewables. A number of candidates took this further by including observations about how the per cent use of renewable energy in the energy mix is partly dictated by the physical resource base, and how population related demand will also play a part in the extent to which energy demand might be satisfied by renewables in the future. Unfortunately, a significant number of candidates used inappropriate examples or no specific examples. Some were inevitably attracted to the Three Gorges Dam in China, despite the answer being restricted to HIC. This was a pity because often they had a sound understanding of the question and with appropriate examples would have achieved a very creditable mark.

Question 6

This was one of the most popular questions. A wide range of 'degraded' environments were used. The more popular were related to harsh environments being affected by desertification, river environments being affected by industrial and urban growth and areas of urban decay. Specific examples included those from the sub-continental (as in the case of Namibia) or the local (Macau) and the unusual (as in the degradation of nuclear testing sites in Australia). Very small scale examples were a little self-limiting since the causes were limited as indeed were the management attempts, with the result that the answers were rather thin. The success here was in the management and an evaluation of the management. Answers ranged from the largely descriptive and historical (London Docklands), which were generally self-limiting, to more contemporary examples where there was a clear understanding of improvement strategies. This approach generally lent itself more successfully to evaluation since it allowed a more logical way through the essay – 'these are the causes', 'this is what has been attempted', 'these are the results of the attempts to improve the area'. If candidates can identify a clear journey through any of the evaluative questions, they have a sound plan which will inevitably lead to the possibility of both ongoing evaluation and a clearly evaluative conclusion.

Global interdependence

Question 7

- (a) This question was generally answered effectively with most candidates able to identify both the positive relationship and possible anomalies. A number of candidates failed to fully develop points and make their answer secure by not using the data, while a very small number simply repeated the data, country by country, with only a marginal attempt to identify any relationship.
- (b) A wide range of ideas was expressed in response to this question, most of which had some merit. The major point of differentiation was the level of explanation or development. In some cases, candidates would have been better to have focused on three or four points and offered reasons (as requested in the question) why they may be significant rather than including an extensive list of ideas which subsequently offered limited individual development. The emphasis was on level of economic development, the range of attractions and ease of access. Some made very appropriate reference to political situations, using both examples from Figure 7.1 and others from around the world to illustrate.

Question 8

This question was generally done well, with candidates showing a good level of understanding. Those who took a balanced view by considering different types of aid, including short term emergency aid and development aid, often produced thoughtfully evaluative answers, especially when appropriate examples were used. There was excellent use of some NGO-sponsored examples of aid, while tied aid examples such as the Pergau Dam and other 'top down' infrastructure projects were used well. Those who took a more one-sided view at times appeared to have made a judgement and then looked for examples to justify their judgement. A small number of candidates appeared to be slightly unsure about what constitutes aid and included observations about investment or TNC involvement. Debt relief as a variety of aid was acceptable. There was both widespread knowledge and perceptive evaluation in some of these answers.

Question 9

This was another very popular question where the majority of candidates showed a good general understanding, and in most cases brought in appropriate case study material at a range of scales. In some cases, answers were rather too descriptive, often highlighting the pressures and issues created by the growth of tourism without fully exploring the question of sustainability. Those candidates who used examples effectively to discuss both environmental and economic sustainability generally produced sound answers. In many ways it was a question of selecting the best example to fit the question rather than trying to mould a learned example to fit the question, which was evident in some answers. Good responses defined sustainability at the beginning and then explored how the example related to the three dimensions.

Economic transition

Question 10

- (a) The majority of candidates recognised that the ACT had a higher ranking and highlighted this by observing the relative number of top measures. However, the emphasis was on comparison and often that did not come through. Too many merely described where ACT and NT were in the table. Some candidates struggled at times, quoting data that was inaccurate.
- (b) This appeared to be the most challenging of the **part (b)** questions and few candidates produced a clear Level 3 answer. A reasonable number identified the idea that not all information can be gathered by using statistics and that some information may be more subjective. However, they did not always get far beyond this by considering specific data (from Fig. 10.1) and addressing the idea in the question about 'why a combination of statistics and surveys' is often required. Weaker candidates struggled with this or simply left it out.

Question 11

A significant number of candidates were able to consider global shift, particularly in relation to manufacturing. The use of specific companies (Nike, Dyson and Apple were popular options) often helped in the examination of this trend. A number of candidates took this further by examining how some Asian countries are now outsourcing to other cheaper locations, showing a clear level of contemporary thinking and expressing the dynamic nature of globalisation. In many cases, answers were expressed through an understanding of TNCs and how they have developed, both in relation to reducing costs and responding to changing markets. A small number of candidates used the rapid economic change in China as an example, often with a sound appreciation of how China is expanding its economic dominance by investing in countries throughout the world or by using the example of how Chinese business is expanding rapidly in parts of Africa. A small number of candidates were slightly side-tracked by the idea of 'impact' expressed in the question and drifted into ideas about problems (impacts) of industrial decline or the environmental and exploitation issues associated with rapid economic growth in developing regions.

Question 12

It was evident that candidates appeared to know a great deal about regional inequality and were able to consider the reasons why such inequalities exist. It was good to see that many candidates began with Myrdal, Friedmann and economic modelling, as this helped the planning of the essay. Commonly used examples were Canada, China and the UK. Canada and China were often used to good effect, the UK less so with ideas often rather simplistic, out of date or not always accurate. Having established the regional differences, candidates generally then went on to consider government strategies designed to reduce inequalities and offer some appreciation of their effectiveness. This approach had varying levels of success

because it did not always reflect on the key idea expressed in the question, which was about 'why addressing regional development is difficult'. Those candidates who did address this idea often produced thoughtful and perceptive answers; those who did not generally produced somewhat descriptive accounts of regional problems and policies.