GEOGRAPHY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 12	13 – 25	26 – 34	35 – 46	47 – 57	58 – 69	70 – 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 11	12 – 23	24 – 32	33 – 46	47 – 57	58 – 70	71 – 100

Introduction

This session, feedback from centres was very positive. It is apparent that the present syllabus is perceived as being very successful in encouraging a variety of alternative approaches. At the same time, it is providing ample opportunities for the incorporation of local and topical examples and case studies. The great diversity of work submitted for Internal Assessment demonstrates the inherent flexibility of the syllabus. As far as Paper One is concerned, the introduction of the recommended holistic approach has proved more challenging for some centres than expected. In Paper Two, most candidates display a sound knowledge of their chosen topics, though a small number of candidates are still attempting questions on topics that they have not previously studied in class.

As noted in the reports for each paper, the last parts of many questions in this session asked candidates to make a judgement or evaluation relating to a particular issue. Judging by the G2 forms, many centres did not immediately recognise the greater level of difficulty involved in questions requiring these higher order levels of thinking. In fact, the questions involving judgement and evaluation proved slightly harder for candidates than originally anticipated. To compensate for this, and in order to ensure comparability in geographic standards between sessions, overall grade boundaries were readjusted slightly. Centres should note that questions asking for judgement and evaluation will continue to play an important part in future examinations.

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 3	4 – 7	8 – 11	12 – 15	16 – 19	20 – 23	24 – 30

General Comments

It is evident that some students begin their IA geography work with very little understanding of how effective fieldwork is carried out. Teachers need to be satisfied that the students in their care have received enough preparation to be able to gain full marks if their ability warrants it. Teachers also need to become very familiar with the mark scheme; it is the key to understanding the requirements for IB geography fieldwork.

The range and suitability of the work submitted

An interesting range of work was submitted for moderation. Coastal topics tend to be the most popular under section A, the physical geography themes of the syllabus and these were, on the whole, carried out very well. River topics lend themselves to relatively straightforward pieces of work but they are usually carried out in a competent manner. The weakest topics usually tend to be very descriptive where the students are asked to visit and 'look and see' rather than measure in a quantitative way. Teachers should be wary of formulaic fieldwork offered at some fieldwork centres and encourage their students to individualize their work wherever possible.

In terms of section B, the human geography themes, the study of CBD delimitation and sphere of influence remain popular. As with work submitted in November 2003 for moderation there is often a heavy reliance on photographs and teachers must remind their students to fully annotate any images used. Teachers when instructing their students should also emphasize that a variety of types of maps, graphs and statistical techniques is essential.

Overall the majority of topics were suitable, but some centres adopted a very literary, descriptive style of writing about the collection of data but provided little detail on how the data was collected.

Candidate performance against each criterion

Criterion A – Aims and hypotheses

Success in this section depends on focused, appropriate hypotheses. Students should be encouraged to present their hypotheses after introducing the study area and the theoretical context of their project and so provide a justification for the validity of their hypotheses.

Although maps do not need to be hand drawn those downloaded from the Internet are often inadequate and need considerable annotation before they can be deemed suitable for a piece of geography internal assessment.

Criterion B – Methods of data collection

Many students score well in this section but quite a few candidates still do not fully understand the difference between sampling techniques. The term 'random' in the context of sampling is particularly misunderstood. Students are often unable to justify the method of sampling chosen.
Successful completion of this section should naturally lead into the collection of data that is suitable for a variety of analytical methods.

Criterion C – Data presentation and processing

A common problem in data presentation and processing is when students offer tables of data with a descriptive analysis of the results obtained. The best approach is to collect good quality data which lends itself to comprehensive analysis using a variety of maps, graphs and at least one statistical technique. It is best to aim for clear, concise hypotheses that lead to the rigorous collection of data that can be effectively analysed using a variety of methods. It is always important too to test the significance of the results when using statistical techniques.

Criterion D – Interpretation and analysis

How effective students are in interpreting and analysing their data depends on the quality of work in section C. Those who have merely provided tables of data will be able to do little more than describe what they measured. Those who have planned their data collection in the light of the types of analytical techniques that they wish to use will process their data more successfully. Few candidates

achieve the highest band in this section although a few teachers put them into this band when marking their work. This indicates that teachers need to reflect on the quality of work needed to gain access into the highest mark band.

Criterion E – Conclusion and evaluation

Generally conclusions were very good but good evaluations were limited. Teachers need to contemplate the purpose of an evaluation and steer students away from simply writing 'I did it all wrong'.

Recommendations for the teaching of future candidates

Candidates should be encouraged to focus on:

- the quality and justification of the hypotheses that they are testing
- the use of maps in the whole piece of work
- the effective use of sampling as a method of collecting data
- using a variety of analytical techniques.
- the work of many candidates was overlong and will be penalized in future sessions. Please be reminded that each student must submit ONE piece of work with a maximum of 2,500 words in length form May 2005.
- abstracts are unnecessary and waste precious word allowance.

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 3	4 – 6	7 – 11	12 – 15	16 – 19	20 – 23	24 – 30

The range and suitability of the work submitted

There was a wide range of topics covered both in fieldwork and research assignments. Dune succession and river studies remain popular physical projects whilst urban CBD studies are the most popular human geography fieldwork topics. Some more unusual topics included studying life expectancy changes by examining gravestones for people born in different decades. Research assignments were sometimes too descriptive and lacked sufficient focus. There was a complete range from those schools where candidates accessed detailed databanks on the Internet to those who made vague generalized and unsubstantiated statements.

Candidate performance against each criterion

Criterion A – Aims and hypotheses

This criterion tends to reflect the quality of teaching as well as the performance of candidates. Most candidates do have a clear focus but are less successful in setting their topic in its theoretical context. Most candidates locate their studies effectively.

Criterion B – Methods of data collection

There is a wide range of responses here. Some candidates collect a vast amount of data from a wide variety of referenced sources and are aware of sampling techniques. The weakest candidates for this criterion were often from the same school suggesting insufficient teacher guidance and discussion during the preparation stages. Some assignments lacked any data and were purely descriptive and without challenge e.g. the problems caused by the Aswan Dam.....

Criterion C – Data presentation and processing

Generally sound. The usual problems of lack of annotation on graphs and maps, and insufficient variety of graphs occurred. One worrying tendency is to download a map or diagram from the Internet and include it without any further annotation by the student or reference to it in the written text. Students sometimes seem a little overwhelmed by the volume of material available on the Internet and may include material of little value.

Criterion D – Interpretation and analysis

Again a wide range of responses. This is where the better candidates are able to display their ability to interpret their findings in a wider geographical context. Some weaker candidates seem anxious if a hypothesis cannot be proved and fabricate an interpretation which does not match the data presented.

Criterion E – Conclusion and evaluation

Candidates score quite well here but few carry out both a thorough evaluation and worthwhile recommendations. It is therefore an effective criterion for identifying the more able candidates.

Recommendations for the teaching of future candidates

Teachers should be encouraged to make sure sufficient geographical context is included in studies. Candidates need reassurance and guidance on sources of suitable data that meet the objectives of their study. The later stages of data collection, presentation and analysis are doomed if the initial setting up of the hypothesis/aim and sources of data are inadequate at the outset. It is possible to discuss different hypotheses as a class and the types of data that might be needed to investigate the topic. Similarly, sampling techniques need more teacher direction as they are often omitted by the candidate. Placing graphs/maps and diagrams at appropriate points in the text is preferable to large, barely annotated sheets placed in an appendix. All illustrations must be referred to in the text. Candidates should be encouraged to use Internet data but to use it judicially.

Higher and standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 5	6 – 11	12 – 15	16 – 22	23 – 28	29 – 34	35 – 50

General Comments

As many centres reported on the G2 forms, candidates felt that this was a more challenging and difficult examination than the equivalent a year ago. However, overall performance differed little from the M03 examination and, interestingly, the average score for this component was slightly higher than that for Paper 2.

There was universal satisfaction with the level of presentation of the paper and a large majority of centres considered the syllabus coverage and the clarity of wording as satisfactory to good.

The areas of the programme and the examination which appeared difficult for the candidates

There were no large areas of the programme that showed a consistent weakness, although the same cannot be said for some particular and more specific areas covered by the examination, such as resource consumption and production. This topic and others will be noted in detail in the individual analysis of questions below.

Examination technique still gives rise for concern. A disappointing number of candidates failed to do themselves justice on many occasions because questions were misread, or because no attention was paid to the number of marks allocated, or because the answer was focused on a single word or phrase in the question.

Another area of weakness was the lack of detailed, accurate knowledge many candidates showed. These will also be referred to in the review of individual questions below, but it is worth noting, for instance, the large number of references to Africa as a country, or, even worse, to all African countries being dry and infertile, ruled by corrupt dictators and with peasant farmers who are incapable of growing anything but coffee and bananas. It is surely unacceptable that IB candidates, and especially geography candidates, should hold such ill-informed prejudices.

The areas of the programme and examination in which candidates appeared well prepared

In general, understanding of the Core Theme is good, with most candidates now starting to show the ability to recognize the inter-related nature of the separate elements of this theme. This is a most welcome development and is encouraged.

The strengths and weaknesses of the candidates in the treatment of individual questions

Question 1 – fertility and mortality rates

(a) *State the year when the rate of population growth is greatest, and then calculate the rate and explain briefly how this was done.*

(b) *Explain why the highest birth rate does not coincide with the highest fertility rate.*

(c) *Describe and explain the pattern of population growth that results from the mortality and fertility rates of the country shown in the diagrams.*

(d) *Discuss the problems that any country with similar projected fertility rates could face in the immediate and long term future.*

This was the most popular question and gained the highest average mark.

Given the small margin of error allowed by the markscheme, almost all candidates were able to give the year with the highest growth rate and explain how it was calculated. Although penalties were not imposed in this examination for the absence of units (% or $^{0}/_{00}$), such a dispensation may not continue in the future.

Some difficulty was experienced in attempting to explain why the years with the highest birth and fertility rates did not coincide, but candidates were credited whenever they showed an understanding of these rates.

While some excellent descriptions and explanations of the pattern of population growth were provided, a surprisingly large number of candidates failed to answer the question set: frequently, long responses detailed the changes in CBR and CDR, but made no reference to what they meant for population growth. The question, therefore, was not answered. There were also a number of candidates who failed to provide an overall assessment of the pattern, but simply explained and described the changes year by year.

Once it was recognized that all three fertility projections were low (at or below replacement level), candidates produced some very good responses, showing a clear understanding of the economic, social and political implications of these projections. Many were also able to relate the data to countries facing these problems, such as many Western European countries and China. Weaker candidates, with no understanding of the low fertility projections, wrote of overpopulation in LEDCs.

Question 2 – the ten poorest countries

(a) *Choose any **two** countries marked on the map and match their numbers with their names.*

(b) *Describe the limitations of the indicators shown in the diagram (GDP per capita, debt and malnutrition) as measures of development.*

(c) *By means of an annotated sketch population pyramid, describe **four** demographic characteristics that are common to all the countries marked on the map.*

(d) *With reference to specific examples, evaluate how effective trade has been in solving poverty and malnutrition.*

This question was only marginally less popular and scored as well as Question 1.

Very few candidates were unable to identify two of the ten countries, and the majority got both correct. Sadly, many candidates wasted time by listing the values of the indicators for the two chosen countries. This was not expected, particularly as the mark allocation was so small.

The sub-question requiring a description of the limitations of each of the three indicators was a question that candidates often misread. As a consequence, many attempted to consider the limitations of the group of the three indicators, rather than of each one individually. The impression was also gained that some candidates had prepared responses on the limitations of indicators of development and offered this instead of answering the question.

The annotated sketch of a population pyramid was very poorly done. Very few candidates bothered to draw a neat, fully labelled diagram and even fewer annotated their diagrams. Lengthy commentary was often added after the diagram. Again, not responding to the actual question meant that many candidates wasted time and lost marks. Had the examiners not credited the commentaries, but only marked the annotations, many more marks would have been lost. In future, such leniency may not apply.

The essay length sub-question on the evaluation of trade in solving poverty and malnutrition produced a mixed set of responses. The best were able to provide an effective evaluation by quoting accurate examples and case studies that covered both sides of the argument. The poorer candidates, to the contrary, either used inappropriate examples or produced such generalized responses that few marks could be given. This is an area that deserves much more attention in the teaching programme.

Question 3 – environmental pressure

(a) Describe the pattern of consumption pressure per person shown in the diagram.

(b) Briefly explain why there is no correlation between the two sets of data shown in the diagram (consumption pressure per person and consumption pressure of the whole country).

*(c) With reference to **one** resource of your choice, describe and explain the recent changes in its pattern of production and consumption. (Any period within the past 50 years would be acceptable.)*

(d) Explain the concept of development and then assess the impact of development on resource exploitation and the environment at a global scale.

This was the least popular question, which scored the lowest average mark, but it was obvious that the problem with it did not lie with the data.

Almost all candidates were able to identify a pattern of consumption pressure per person (although marks were lost through an absence of quantification and/or not mentioning any anomalies), and to provide an explanation for the absence of any correlation between the two sets of data.

The description and explanation of a resource was almost universally poorly done. This came as a surprise because it is based directly on *2.7 Specific resource production and consumption* in the subject guide. The assumption must be made that this is one section that is not covered by many centres in teaching the Core Theme. This is reinforced by the choice of resource made by many candidates, for example, many chose population, energy and food.

The longer essay-type question on development and its impact on resource exploitation and the environment did result in some thoughtful, well informed responses. Sadly, these were in the minority as many candidates seemed to regard this question simply as an opportunity to ramble on about anything vaguely to do with development and/or the environment. It is recognized that the question was challenging and it certainly was discriminatory. Stronger candidates were able to show both their knowledge and their analytical skills while weaker candidates, sadly, were lost.

Recommendations and guidance for the teaching of future candidates

The comments which follow are intended to provide guidance both in approaching the teaching of the course and in coping successfully with the examination and reflect much the same advice offered in last year's subject report

Teaching the course

- Candidates need to have a clearer, more accurate appreciation of the world. General geographic knowledge in many cases is weak and candidates often appeared to have only a superficial knowledge of the areas or regions they were discussing. A recommended way to address this problem is to study three to four countries in depth, including at least one LEDC, one MEDC and a NIC. This should provide candidates with a number of case studies, the knowledge of which could give them the necessary hard factual information to support responses to any number of examination questions. This would help them avoid making the unsubstantiated generalizations that marred many of the scripts this year.

- Since considerable emphasis is placed on the inter-relationships between the different elements of the core, it becomes essential that every opportunity is grasped to emphasise

them. A possible strategy which could prove useful would be to conduct a revision programme based on the Millennium Development Goals (website: *www.un.org/millenniumgoals*).

Preparing for the examination

- It is most important that candidates are fully conversant with the requirements of command terms used: describe, explain, evaluate, assess. Candidates should also be directed to be very clear about the demands of the question before attempting to answer it. A little time spent planning a response would also help in providing a better and more logically structured, and therefore a more valuable, response.

- The lack of time was once again a problem. Candidates should be reminded that the expectation of the time spent on any question is directly proportional to its allocation of marks. Time could also be saved by using diagrams and annotated maps to replace text.

- Candidates should be trained to identify the main trends and patterns in sets of data and be able to note anomalies. They should also be reminded that, wherever possible, data drawn from the diagrams and tables should be used to support statements.

- The skill of drawing and annotating maps and diagrams should be practised. (see comments on Q 2).

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 11	12 – 22	23 – 27	28 – 36	37 – 44	45 – 53	54 – 80

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 5	6 – 10	11 – 13	14 – 18	19 – 22	23 – 27	28 – 40

General comments

This paper appeared to discriminate well and to offer opportunities for candidates to demonstrate their understanding of the subject. Detailed knowledge of case studies was much more evident than in previous exams and, in this respect, candidates had been well prepared. However, the ready-made case study was sometimes inappropriately used and, during the examination candidates should be prepared to think and to fit their knowledge to the question set.

There was no distinct preference for either structured or essay questions and performance was very well matched for both types. There were very few rubric errors and time management was generally good, although in some cases too much time was given to earlier responses at the expense of the later ones.

Areas of the programme that proved difficult for candidates

In common with previous sessions (May and November 2003), there were themes which were avoided, probably as a result of teacher selectivity. Those questions which required scientific understanding – climatic hazards, arid areas and rivers – were poorly handled. Responses were expressed using basic terms and knowledge of natural processes and human interactions was often rudimentary. The standard of essay writing was disappointing. In many cases they included long and rambling descriptions lacking structure and failed to address the command terms of the question.

The last part of many questions asked candidates to make an evaluation, judgement or assessment of a particular issue. It should be noted that such questions carried a relatively high mark weighting and the quality of responses was often overly descriptive and the marks were correspondingly low**.**

Levels of knowledge, understanding and skills demonstrated

There were some very pleasing responses to questions 1 (b), 4 (a), 6 (b), 9 (a), 10 (a) and 10 (b). In the majority of cases candidates from the same centre attempted the same four questions suggesting that this was a pre-planned strategy and one which usually yielded good results. However, where candidates from the same centre attempted different question combinations, the quality of the responses was sometimes poor and depth of understanding was lacking.

Strengths and weaknesses of candidates in the treatment of individual questions

Question 1 *a) Discuss how changes in base level of a large meandering river affect the physical and human landscape.*

This was a very unpopular question and only a minority of candidates interpreted the title correctly. These candidates discussed the influence of changing base level on the river and its landscape and illustrated their responses with relevant diagrams. More often candidates confused the term base level with base flow and little or no credit could be given.

(b) (i) Describe the patterns of rainfall and run-off in Tasmania as shown on the map.

(ii) With the aid of a diagram, examine the factors responsible for determining the amount of run-off.

(iii) A consultant is preparing a flood-prevention plan for a town situated close to a large river. Apart from rainfall and run-off, discuss the other geographical information that would be useful.

This was a very popular question which produced a wide range of marks.

(i) The majority of candidates made an attempt to describe patterns of rainfall and run-off and identified the relatively high values on the west side of the island. However, very few were able to recognize the weakening of this relationship on the east side of the island. Many candidates attempted to explain the patterns when only a description was required.

(ii) Responses were generally informative and relevant to the question set. Many candidates were able to identify at least four factors responsible for determining the amount of run-off. Diagrams varied in quality and relevance; the best referred to

processes on a valley side such as infiltration, interception, through flow, surface flow and so on. Just occasionally, candidates confined their comments to Tasmania, which offered them little scope for discussion.

(iii) No credit was given to any discussion of rainfall and run-off. The best recommendations for hydrological research included considerations of the channel, land use and a history of flooding in the area. Responses that simply described flood solutions missed the point of the question.

Question 2 *(a) Describe and evaluate the different strategies used to cope with the hazard of coastal flooding.*

This question yielded poor results and was generally unpopular. Most candidates concentrated on defences designed against coastal erosion rather than flooding and in some cases the focus was on river floods rather than coastal floods.

(b) (i) With reference to the diagram, explain how beach material is moved along the coast.

(ii) Explain why the size and stability of coastal dunes change with increasing distance from the sea.

(iii) Using examples, assess the impact of human activity in coastal sand dune areas.

This was an unpopular question, but one with moderately good results.

(i) Many candidates competently described and explained the process of long-shore drift, although the influence of wind was sometimes forgotten.

(ii) This section was generally well answered by those who had a good understanding of the effect of vegetation on dune stability and progression inland.

(iii) The majority of candidates were able to discuss the negative effects of human activity on coastal sand dunes, but very often the positive impacts such as conservation measures were ignored. Some candidates very effectively applied their own fieldwork knowledge of sand dunes to this question.

Question 3 *(a) "When humans interact with the environment in hot arid areas, land-use issues often arise. How vulnerable countries are to these issues will depend on their level of economic development."*

Discuss this statement with reference to desertification.

This was an unpopular question with mediocre results. Responses focused on desertification, and avoided discussion of non-agricultural conflicts in arid and semi-arid areas. The discussion on the relationship between economic development and vulnerability to desertification tended to be more generalized and superficial, especially amongst weaker candidates.

(b) *(i)* *Name any two of the arid areas labelled A to F.*

(ii) *Describe the world location of hot arid areas shown on the map.*

(iii) *One of the causes of aridity is the rainshadow effect. Explain, with the aid of a diagram, how the rainshadow effect contributes to aridity.*

(iv) *Distinguish between the effects of aridity and infertility on different land uses in arid areas.*

This was another unpopular question with disappointing results.

In parts (i) and (ii) many could identify the deserts, but few adequately described their location on the map by recognizing the 15 to 30° belt and the central or western location.

(iii) Explanations for the rainshadow effect were elementary and not helped by poorly labelled diagrams. Both showed a very basic level of understanding of atmospheric processes.

(iv) Most candidates were able to provide a basic distinction between aridity and infertility, but again the approach was unscientific.

Question 4 *(a)* *"Both the primary and the secondary hazards associated with tectonic activity are more predictable, and therefore less serious, in MEDCs than in LEDCs."*

Examine the validity of this statement with reference to either earthquakes or volcanoes that you have studied.

This was a very popular essay which was attempted by the majority of candidates and produced a wide range of results. The three essential requirements of the question; the primary and secondary hazards, their predictability and seriousness were often ill defined or not addressed. Candidates were well prepared for this topic and in most cases chose suitably contrasting case studies. Anomalies were sometimes recognized by the most astute and the Kobe earthquake was effectively cited as an event of unexpectedly high fatalities despite high levels of monitoring. In the case of volcanoes Pinatubo's predictability was also cited as an anomaly.

Time was wasted by some candidates who chose to write about both volcanoes and earthquakes and others who produced lengthy introductions on plate tectonic theory. There were some dubious comparisons between two hazard events separated in time by several decades or others that were both very dated.

(b) *(i)* *Describe how the types of weathering are related to the two climatic variables.*

(ii) *Briefly describe **at least four** factors, other than climate, that affect the type or rate of weathering processes.*

(iii) *Distinguish how the processes of mass movement differ from processes of weathering. With reference to **at least one** case study, discuss how human activity affects mass movements.*

This was an unpopular question, which produced mediocre results.

(i) There was a tendency for candidates to describe graphs without recognizing the relationships evident.

(ii) Most candidates were able to identify three or four factors other than climate, although understanding of processes involved was often weak.

(iii) The distinction made between weathering and a mass movement was vague and often unscientific. Confusion between both processes and erosion was common. Most candidates considered only the negative aspects of human activity and measures that were designed to reduce the hazard risk were omitted.

Question 5 *(a)* *"If ecosystems are to cope with human impact, management and conservation strategies need to be implemented."*

Evaluate this statement with reference to a grassland biome.

This was a very unpopular question with disappointing results. Responses were often generalized and failed to address the question concerning a grassland biome and its conservation.

(b) *(i)* *Define the term ecosystem.*

(ii) *Distinguish between the biotic and abiotic components of the ecosystem.*

(iii) *With reference to the above diagram, discuss the concept of dynamic equilibrium.*

(iv) *Referring to an ecosystem of your choice, assess the extent to which its vulnerability depends on human activity.*

This was an unpopular question, but one which yielded fairly good results.

In parts (i) and (ii), many candidates competently defined the term ecosystem and distinguished between biotic and abiotic components.

(iii) Few understood the concept of dynamic equilibrium or were able to relate it to a specific ecosystem.

(iv) There was a range of responses; some detailed and specific to an ecosystem of suitable size while others were generalised referring to large biomes such as the Amazon rainforest. Descriptions of human activity were plentiful, but the concept of

vulnerability was often ignored. Very few candidates produced the required evaluative response for this question.

Question 6 *(a)* *"Human activity modifies the micro-climate of urban areas more than the micro-climate of rural areas."*

Discuss the validity of this statement.

This was a moderately popular question, with below-average results.

Microclimatic differences between urban and rural areas were expressed in basic terms with little reference to atmospheric processes. The urban heat island was often discussed, but a number of responses did not recognize that a microclimate consisted of all the elements of weather such as humidity, cloud cover, precipitation and wind. Erroneous discussions of urban air pollution without reference to weather conditions were common. Sometimes the scope of the question was over-stretched to include heated arguments on the greenhouse effect, acid rain and stratospheric ozone depletion.

(b) *(i)* *Referring to the graph, describe **two** overall trends and **two** anomalous situations.*

(ii) *Explain how El Niño southern oscillation (ENSO) occurs.*

(iii) *With reference to specific areas of the world, explain how these areas can be affected by an El Niño event.*

This was a popular question with a range of results. There were some excellent responses from candidates who diligently followed the command terms in the question and included relevant and factual information in their responses.

(i) Owing to confusion over "departure from the mean" with "mean temperature" many candidates had difficulty in addressing trends and anomalies or associating departures with the intensity or operation of the ENSO. In some cases marks were lost because data was not quoted.

(ii) There were some accurate and well illustrated responses showing a very sound understanding of the processes involved in an El Niño event. Diagrams were impressive and well annotated. Occasionally, there was confusion between the atmospheric conditions on the west and east sides of the Central Pacific during an El Niño event.

(iii) A catalogue of physical and human effects was given, but explanation was often lacking.

Question 7 *(a)* *"Any region falls into one of two categories: it is either a region of success or a region of distress."*

*Examine the validity of this statement with reference to any **two** regions that you have studied.*

Very few candidates attempted this question and with little success. Selected regions were often too large (national) making a response very general.

(b) *(i)* *Explain why you think that the diagram **either** does **or** does not apply to your local region.*

(ii) *Draw a large annotated sketch map of your local region to locate it and to define its boundaries.*

(iii) *Identify your chosen region's contemporary geographical issues and examine the extent to which these issues have been caused by external forces.*

In part (i), the quality of responses was very poor and it was evident that candidates attempting this question had little idea of the regional concept that underpins the entire option. This was evident in the selection of regions used to answer this part of the question and, similar to question 7 (a), regions used were often too large in scale. Such regions were ill-defined political territories rather than multi-feature regions.

(ii) Maps were generally of poor quality, lacking definition and uninformative.

(iii) Responses were shallow and generalized reflecting to some extent the inappropriate choice of region. Most responses presented simple, almost anecdotal descriptions of some current issues without making serious reference to the focus of the question.

Question 8 *(a)* *Discuss the population size, population composition and function of the village in rural areas. Explain what the differences might be between villages in the more economically developed world (MEDCs) and the less economically developed world (LEDCs).*

This was a moderately unpopular question with average results.

The best responses showed an awareness of the varying nature of villages in MEDCs and LEDCs in terms of their functions and population composition. Poorer responses tended to stereotype the LEDCs village as subsistence agricultural with a youthful population and the MEDC village as dormitory. Variations such as retirement, remote or mining villages were seldom acknowledged. Responses tended to show little knowledge of the variations between countries of similar economic status and the use of examples was very limited.

(b) *(i)* *Comment on the number and distribution of different order settlements (Central Places) shown on **Map 1**.*

(ii) *Give **two** reasons why a settlement such as A shown in **Map 2** could have such a large urban field.*

(iii) *Discuss the ways in which the limits of the sphere of influence of an urban settlement may be determined.*

(iv) *Analyse why in MEDCs the rural–urban fringe is proving to be more attractive for some retail outlets than CBD locations. Refer to examples.*

This was one of the most popular questions, but with mixed results.

(i) Many candidates described the distribution of settlements in general terms without linking the order of settlements to their distance apart and some failed to quote the data from the map.

(ii) The best answers recognized that the large urban field was determined by the relative attraction of settlement A. Responses which concentrated on the process of urbanization and ignored the urban field concept failed to gain much credit.

(iii) Many candidates misinterpreted this question and described the factors that influence the size of a settlement's sphere of influence. Only a small minority referred to issues which could be used to determine the limits of the region: breakpoint theory, trade areas or identified practical techniques such as questionnaires. Those who had studied these aspects in the field were at a distinct advantage.

(iv) There were some very competent responses which analysed both push factors, causing decentralisation from the CBD and pull factors, attracting retailing to the rural-urban fringe. Examples of new out-of-town shopping developments were often given, but precise locations were left to the imagination of the examiner. Some candidates incorrectly focused on residential uses rather than retailing.

Question 9 *(a)* *"Major innovations in agriculture have always proved to be controversial."*

With reference to recent changes in agriculture, evaluate the validity of this statement.

This was an unpopular question, but the results were generally pleasing and sometimes outstanding. The best candidates presented a detailed range of innovations and a full discussion of their controversial nature. Knowledge of agricultural innovations was good, although in some cases candidates restricted their answers to either the green revolution or to GM crops.

(b) *(i)* *Name an industry that might be located at **A** and justify your choice.*

(ii) *Suggest reasons why this industry might wish to relocate to location **B**.*

(iii) *Using named examples, explain why an industry decides to relocate to another country.*

(iv) *Examine the changing role of women in the non-agricultural workforce.*

Candidates appeared to be unprepared for this particular question and many had difficulty understanding the diagram.

(i) A primary industry was sometimes selected, which limited the scope of the response.

(ii) Some responses failed to recognize the need to discuss the changes behind the relocation process.

(iii) Many candidates chose rather dated examples of the relocation of manufacturing industry from newly industrialized countries to MEDCs. More recent relocations to LEDCs associated with a range of socio-economic causes were often omitted.

(iv) Only a few candidates were able to link the discussion of the changing role of women to non-agricultural employment. Instead, the response focused on sociological changes or made sweeping generalizations about female status and childbearing habits in the whole of the less developed world.

Question 10 *(a) Choose **one** significant economic and **one** significant cultural impact of globalization. Examine how these impacts may be seen as **both** positive **and** negative.*

This was a moderately popular question with above-average results.

The economic effects of transnational corporations were most frequently chosen and candidates reviewed these with reference to specific examples. Cultural effects focused on food with occasional references to language, dress and religion. Some candidates found difficulty in organising the essay under advantages and disadvantages and the result was often a haphazard collection of passing thoughts.

*(b) (i) Suggest appropriate titles for **Stages 2** and **4**.*

*(ii) Describe what happens during **Stage 3**.*

(iii) Using examples that you have studied, suggest reasons why some resort areas have declined in popularity.

(iv) Assess the economic advantages and disadvantages of any tourist resort or destination of your choice.

This was a popular question with below-average results

In (i) and (ii) only a minority of candidates familiar with Butler's model correctly identified or described the stages of the model. Many associated stage three with mass tourism but few went on to mention foreign control, package tourism and decreasing local involvement.

(iii) Many candidates were able to describe the factors causing the decline of a tourist destination in general terms, but were unable to produce convincing examples.

(iv) The majority of candidates correctly chose to focus on economic aspects but those who focussed their discussion on cultural and social aspects were only successful if they linked it to economic issues. A good example was where the incidence of tourism-related AIDS reduced local income. The best responses were those that worked through the question identifying advantages and disadvantages in a logical sequence. In many cases an overall assessment was missing at the end of the essay.

Question 11

The map extract and aerial photograph show an area around Kingscote, 35.4° S, 137.4° E, (a town with a population of 1, 529) on Kangaroo Island. The island lies just off the coast of southern Australia. It has a temperate climate with hot, dry summers and cool, moist winters. The island has an area of 4, 350 square kilometres and a population of 4118. The main land uses are sheep farming, dairy farming, forestry, viticulture, mining, fishing and tourism.

(a) Determine whether an airplane that requires a runway of 1600 metres would be able to land safely at Kingscote aerodrome (airport). Give a reason for your answer.

(b) State the geographical term used to describe the drainage pattern on Mount Marsden (in the north of the extract).

(c) Name and locate:

*(i) **two** landforms formed by coastal deposition*

*(ii) **two** landforms formed by coastal erosion.*

(d) (i) Referring to the aerial photograph of the town of Kingscote, explain why it is not possible to give an accurate scale for the photograph.

*(ii) Draw a labelled sketch map of Kingscote and the surrounding area as shown on the aerial photograph. Clearly mark on it any land uses that are **not** shown on the map extract.*

(e) Select a suitable site to establish a new eco-tourism camping site. Give the grid reference of your chosen location and, using map evidence, justify your choice.

Although this was a popular question it yielded only mediocre results and mapping skills still remain a cause for concern. Responses were often inaccurate, poorly expressed and brief.

(a) Many candidates were able to use the scale of the map to calculate accurately the length of the runway.

(b) The majority of candidates successfully identified the drainage pattern as radial.

(c) Candidates were expected to identify two features, name and locate them in both parts (i) and (ii). Only a few achieved all three requirements.

(d) (i) and (ii) Candidates were able to see that the oblique photograph caused the distortion of scale, but few were able to express this succinctly. The sketch map presented more difficulties and the results were untidy and uninformative with many candidates unable to identify either the area depicted by the photo or the land uses not evident on the map. The normal conventions of scale, orientation and key were often missing and features on the map were ill defined

(e) The choice of a suitable campsite for ecotourism was often quite random and recommended sites for pitching tents included marshes, easily accessible beaches and

busy suburbs. Although some candidates had a notion of the aims of ecotourism, very few referred to issues of conservation and sustainability.

Assistance and guidance teacher should provide the future candidates

Teachers should:

- Ensure that candidates study topics in sufficient depth to allow them to answer four questions fully.
- Encourage candidates to study a range of case studies which can be applied to particular topics.
- Practise essay writing so that candidates can present a well-developed argument or evaluation.
- Ensure that candidates follow the command terms in a question.
- Make candidates aware of the mark distribution of individual questions and allocate time accordingly.

