GEOGRAPHY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0-12	13-25	26-33	34-45	46-57	58-69	70-100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0-11	12-23	24-32	33-45	46-56	57-69	70-100

Introduction

This session, feedback from centres was very positive. It is clear that candidates at most centres are being prepared for both internal and external assessment components in an appropriate way, particularly with regard to the sound use of examples and case studies.

The revised word limits for IA work have had two major effects. At the same time as reducing the workload of individual candidates, the new limits, as noted below, have helped candidates to write more concisely and illustrate their reports more effectively using annotated diagrams, photographs and maps.

In most respects, the performance of candidates this session was very similar to May 2004. One noticeable improvement, however, was the number of candidates scoring very high marks on one or both of the examination papers. This suggests that familiarity with the syllabus and examination practice have enabled candidates to maximise their potential.

General Recommendations:

Candidates should be encouraged to:
a) use clearly located, real-world examples wherever possible to illustrate the point being made
b) practise writing responses under timed conditions
c) pay particular attention to the precise meaning of different command terms
d) become familiar with, and use, appropriate geographical terminology
e) structure essay answers in a logical manner, paying particular attention to sequential development
f) practise the use of neat, well-annotated diagrams, photographs and maps.

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

It was very encouraging to see how well centres have adapted to the new requirements in higher level geography internal assessment. In meeting the new word limit candidates have used a wider selection of geographical techniques in this examination session to convey information. Annotated diagrams and photographs with sketch maps in particular were well used. Candidates used a good combination of maps, graphs and statistics to show and analyse their data. The quality of analysis was high.

The range and suitability of the work submitted

As always, the variety of work submitted made for very interesting reading. Most centres are successfully undertaking fieldwork that is well thought out and which provides candidates with ample opportunities to demonstrate their skills of data collection and analysis.

Some of the very best studies made intelligent use of secondary source material to complement primary data acquired during fieldwork.

A few centres are still undertaking studies that involve a shortage of genuine primary data (as defined in the subject guide). These reports are invariably overly descriptive since they lack data that can be analysed in any meaningful way. A minimum of 60% primary is a useful guideline to follow.

Candidate performance against each criterion

Criterion A.

Some centres still have difficulty in guiding candidates towards appropriate hypotheses. Hypotheses should neither be over-simplistic (and not worth testing) nor so complex that they are difficult to disentangle.

Stronger candidates referred with confidence to geographical theories, and were discriminatory in the degree to which they relied on theory to help elucidate their findings.

Weaker candidates often failed to provide any justification for their hypotheses, many of which were poorly worded or self-evident. (e.g. “Does city XYZ have a CBD?”)

Maps showing the location where fieldwork was carried out are still weak in many reports. Some are so simple that they relay very limited information. Carefully-selected annotations added to a well-drawn base-map would serve as a valuable introduction, yet very few candidates took advantage of this opportunity.

Criterion B.

The basic methods used in almost all studies were well described by the majority of candidates.

However, it remains surprising how few candidates were able to demonstrate a clear understanding of the importance of appropriate sampling techniques. Even in situations where a sample had been selected (e.g. of points on the river where cross-sections would be drawn), this choice was rarely justified in any way in the fieldwork report. The correct choice and justification of sampling methods are fundamental requirements of most fieldwork studies. In particular please guide students over the use of the term ‘**random**’ when they almost invariably mean ‘**systematic**’. It is also worth noting that when using a questionnaire in a piece of human geography fieldwork it is always useful to conduct a small pilot study to ascertain whether the questions are attracting the quality of data required.

Students also have very little understanding of what makes a valid sample in a population. Guidance on such matters is essential.

The weakest studies relied heavily on "look and see" fieldwork that did not involve any precise observations or measurements.

Criterion C.

Most centres used statistical tests appropriately and many encouraged their candidates to use such tests as only the first step in the analysis of results. Students must be instructed on how to test the significance of their results. Weaker candidates often used only a limited (and sometimes inappropriate) selection of graphical methods, and did not appear to understand the difference between alternative methods; even line graphs were sometimes used inappropriately.

There was a very large variation in the quality of maps and diagrams incorporated into reports. Maps and annotated photographs are an excellent means of presentation and an excellent tool for analysis. If used wisely, they help students keep within the word count.

Criterion D.

The quality of interpretation and analysis also varied greatly from centre to centre, and from candidate to candidate. The better candidates were able to interpret their findings with commendable skill, despite the word limit. Weaker students described their results and found analysis difficult. If they have good working hypotheses and have collected appropriate data, then analysis becomes a natural next step.

Criterion E.

Most candidates were able to suggest some improvements, and many recognised deficiencies in their methodology.

Recommendations for the teaching of future candidates

Candidates should be encouraged with the following recommendations.

(a) State their hypotheses clearly near the beginning of the report, before trying to justify their choice.
(b) Use a sketch map (preferably not computer-derived) to show the location where the study is carried out, with annotations to justify the choice of topic and location.
(c) Ensure that methods of data collection are appropriate for the hypotheses under investigation and will result in data of a sufficient quality and quantity for subsequent analysis.
(d) The use of tabular presentation in section B and possibly parts of section A will help students to cut down on the word count for these criteria.

Further comments

The following comments will also help teachers and candidates to submit appropriate fieldwork reports.

(a) Ensure that the fieldwork study involves the collection of sufficient quantitative data.
(b) Add teachers' comments on the fieldwork reports submitted, indicating the extent to which they think the work matches the IA criteria.

(c) Remember that this year has been a transition year and work from centres not adhering to the new rules has been treated sympathetically. The 2,500 word limit and one piece of coursework rule will be enforced more rigidly in the future.

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

It was also very encouraging to see that the majority of centres had accomplished the new requirements for standard level internal assessment in most cases. There was also a general improvement in the quality of the investigations as the word limit made the candidates discard a lot of non essential information that have previously made the pieces of work too descriptive. In many cases interesting and imaginative graphic alternative solutions were brought up by the candidates in order to save words. In this sense the new requirements are leading work for this component in the right direction.

Candidate performance against each criterion

There was some good work but the following problems listed for each criterion were similar to the usual ones in this component and level in previous sessions.

Criterion A.

There was a lack of locational context or introduction to the topic. Although it is recognized that the enforced SL word limit restricts room for theory or location because candidates must focus on analysis and conclusions more imaginative use of locational maps can help with work under this criterion. This was evident because there was a lack of maps produced by candidates. Teachers could help more directly in terms of preparing ideas for appropriate work on locational maps and research topics.

Criterion B.

There was either a lack of data or poor data in terms of quality and/or quantity. This is especially important in the research assignments of those schools in countries where the national tradition in geography tends to be descriptive.

Equally there was too much downloaded material from the Internet with little or no processing or interpretation. This is a problem that could be easily solved by properly using or annotating the material to make it relevant.

Criterion C.

There was poor processing of data and/or statistics. Equally there was poor use of pictures, particularly as in many cases they were not labeled. Maps and annotated photographs are an excellent

means of presentation and an excellent tool for analysis. If used wisely, they help students keep within the word count.

Criterion D.

There were also problems with the quality of interpretation and analysis of the material. Some stronger candidates interpreted their findings well, despite the word limit but the weaker candidates described their results and found analysis difficult. If they have good working research questions and have collected appropriate data/material, then analysis becomes a natural next step.

Criterion E.

Most candidates were able to suggest some improvements and some recognized deficiencies in their methodology.

Recommendations for the teaching of future candidates

Candidates should be encouraged to undertake the following actions.

(a) State their research question clearly near the beginning of the report, before trying to justify their choice.
(b) Select description of theory carefully.
(c) Use a sketch-map (preferably not computer-derived) to show the location where the study is carried out, with annotations to justify the choice of topic and location.
(d) Ensure that methods of data collection are appropriate for the research question.
(e) Use their data appropriately in their analysis and relate the data to the research question.
(f) Use tabular presentation in the sections relating to criterion B and possibly parts of criterion A will help students to cut down on the word count for these criteria.

Further comments

The following points should assist the teachers and candidates in preparing the reports.

(a) Ensure that the study involves the collection of sufficient quantitative data.
(b) Add teachers' comments on the reports submitted, indicating the extent to which they think the work matches the IA criteria.
(c) Remember that this year has been a transition year and work from centres not adhering to the new rules has been treated sympathetically. The 1500 word limit and one piece of coursework rule will be enforced more rigidly in the future.

In conclusion, the idea of the new requirements seems to have been a very positive element for this component.

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	16-21	22-27	28-33	34-50

General comments

Feedback from centres provided by the G2 forms indicated general satisfaction with the paper, particularly in terms of level of difficulty, clarity of wording and presentation, although a significant minority felt that syllabus coverage was less than satisfactory. Also, nearly half the centres responding indicated that the paper was more difficult than last year's, although this was not borne out by the results. These were slightly better than previous examinations, both in terms of the mean grade achieved and the proportion of grades 6 and 7.

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

The areas of weakness in the programme varied from centre to centre, but there was no universal failing that could be identified. In fact, the impression gained was that candidates seemed better prepared and had more specific knowledge of the topics. Sadly, however, the same could not be said for examination technique, which still is an area of concern.

The most common weaknesses in this area are listed below.

- Casual reading of the questions, resulting in answers where the demands of the question were never addressed.
- Failure to note the mark allocation for a question, as this should always be regarded as indicative of the length of the response.
- Inability to produce acceptable maps (especially in Q1(c) which required annotated maps - the maps presented were generally poor and very few were annotated).
- Casualness in answering specific questions (for example, Q1(a) where density was not given correctly, or Q3(a) where the definition of infant mortality rate was frequently incorrect).
- Failure to present longer responses that were logically structured.

It is worth noting that many misconceptions still remain about Africa. It is not all dry and inhospitable, not all its countries suffer from AIDS and malnutrition, and it is not a major producer of bananas. It is a large and very diverse continent and, if candidates are to use countries within it as examples, they should have specific and accurate facts and not revert to ill-founded and often offensive generalizations about it.

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

As the overall performance in this paper indicates, candidates seem generally well prepared in all areas and this is supported by the even range of marks obtained in all three questions. There was no question that was notably better answered than any other.

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

Question 1 - Population distribution
This was the second most popular question, but achieved the highest average mark.

(a) population density - this was straightforward, providing little challenge to the vast majority of candidates. Marks were lost due to carelessness. Candidates failed to state that the answer should be either given in people/km^2 or in the area ($100km^2$).

(b) distributions of the three areas - again, this proved straightforward for the majority of candidates and many scored full marks when both descriptions and possible explanations were provided. Stronger candidates used terms such as random, even, dispersed, clustered, linear to describe the distributions.

(c) annotated maps - few good maps were presented and these were often based on the example of Brazil published on the Online Curriculum Centre. Sadly, the majority produced poor maps (casually drawn, small, untidy, and often unrecognisable). Models were frequently presented that were not accepted as they lacked location and did not accurately represent specific places. Annotations, also, were seldom effective as they made no reference to the maps.

(d) positive impacts of migrations - this question was generally well done, with many candidates covering all the demographic, social and economic impacts, and using detailed, developed and accurate examples. While most candidates drew their examples from the MEDCs, some interesting responses were based on migrations to LEDCs. Some candidates who misread the question wrote about the benefits to the migrants themselves, an approach that could not be credited.

Question 2 - Malnutrition

This question was the least popular, and also gained the lowest average mark.

(a) malnutrition data - it was disappointing to note how many responses were based on a curve-by-curve description of the data. They should have noted that the overall pattern showed a fall in malnutrition in all areas, quantified this fall and then mentioned either the anomaly in the South Asia data, and/or the slowest decline in sub-Sahara Africa. Candidates who adopted this latter approach scored very well.

(b) lack of agreement in the trends of the two diagrams - the strongest candidates were able to accurately ascribe the differences to the presentation of data as relative and actual values. The attempt made by many who realised this, but had trouble in expressing themselves, was credited.

(c) changes in global food production - this question evoked the poorest answers on the whole paper. Very few candidates recognised that food production had increased overall (due to technological developments and increases in the area under cultivation), but that these increases had often been offset by rapid population growth.

(d) trading patterns resulting in a food shortage – here there were some excellent answers. These noted the impacts of agricultural subsidies, tariffs and trade barriers, market prices and the switch to cash crops and were able to illustrate them with good, accurate and well-developed examples. Sadly, however, there were many very poor responses that focused on food shortages that had nothing to do with trading patterns.

Question 3 - Infant mortality rates

This question, by far, was the most popular with approximately 80% of candidates answering it.

(a) definition and identification of the correlation - the only problems encountered by some candidates arose from incorrect (or casual) definitions of infant mortality rate (IMR) and the failure to read the data carefully, with many seeing a negative correlation between IMR and the age of the infant.

(b) factors affecting infant mortality - most were able to respond to this question, but not all gained full marks, either because the factors were simply listed, or because they were too similar, for example: health, access to doctors, and access to clean water.

(c) pro-natalist programme - although some flexibility was shown in accepting countries where child-benefit policies are interpreted as pro-natalist policies (a debatable point), few candidates scored well in this question. The most common failings were insufficient knowledge and the absence of any solid evaluation of the success, or failure, of the programme. Some very interesting historical examples were also provided.

(d) geographical consequences of a disease - AIDS was the most commonly covered disease and some excellent answers were presented, which focused on the demographic, social and economic consequences for the country chosen as an example. These responses were also characterised by accurate and up-to-date statistics. The weaker responses frequently gave long, detailed, but completely irrelevant descriptions of the physiology of the disease and how it spreads.

Recommendations and guidance for the teaching of future candidates

The most glaring weakness in this session, and commented on by all the examiners, was the inability of candidates to produce acceptable annotated maps and diagrams. This is a serious failing as questions frequently require evidence of this skill. It is emphasised that in future examinations, it will not be acceptable to use commentaries, instead of annotations, or small, poorly sketched and inaccurate maps. An example of an acceptable annotated sketch map can be found at the Online Curriculum Centre website.

It is also disappointing to have to repeat, year after year, that more attention must be paid to the following points.

- Preparation for the examination, especially the importance of reading the questions carefully.
- Knowledge of command terms is essential (describe, explain, evaluate, account, etc).
- Understanding that the mark allocation is always an indicator of the length of the answer expected (and therefore the time demand).
- Having the skill to interpret data (identifying first the overall and general pattern or trend, then quantifying it and finally accounting for any anomalies) is also very important.

Without improvements in these areas, all these remain as recurring weaknesses that unnecessarily penalize candidates and contribute to their under-performance.

Higher and standard level paper two

Higher level
Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-11	12-22	23-26	27-35	36-44	45-53	54-80

Standard level
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

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

This examination was successful in differentiating between candidates and produced a wide range of marks including some outstanding ones. Responses showed a very strong bias away from essays and towards structured questions (ratio 1: 7), unlike the last two years when there has been no distinct preference. There were some excellent responses in the small number of essays attempted where candidates skilfully broke down the elements of the question and presented a logical sequence of ideas supported by hard facts. At the lower end of the mark range were some very mediocre responses, full of generalizations and material that was typical of the popular press.

It is evident that the large majority of candidates are prepared and able to answer questions from the required four themes in this examination. However, performance varied considerably from one theme to another with questions 3, 5 and 6 producing generally poor results in both the essay and the structured question. Topographical mapwork was less popular than usual this year and this also proved to be an exceptionally weak area.

There were some rubric infringements where candidates attempted both parts of one question, or only one question from section A. Time management was sometimes a problem when too much attention was devoted to writing lengthy and repetitive responses in the first parts of structured questions, at the expense of the final ones. Poor handwriting continues to be an issue and there was an unusually large number of scripts that were difficult to read and to credit. In addition, the drawing of sketch maps and diagrams continues to be a cause for concern. Where these were the requirement of the question, they were often small, poorly constructed and lacking labels. Very few candidates spontaneously used diagrams to illustrate and clarify their responses and this was an opportunity lost.

The levels of knowledge, understanding and skills demonstrated

There has been a clear advance in examination techniques and skills since the start of this programme. On the whole, responses appeared to be more carefully planned to cover a broader interpretation of the question. Case studies were usually relevant, varied and selected from a range of scales. It was also pleasing to see candidates applying their knowledge to unfamiliar stimulus material and producing well-supported arguments when required.

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

Question 1 - Drainage basins in their management

(a) Essay
This was a very unpopular question, and the range of marks was wide. There were a few outstandingly good responses where there was sufficient focus on water utilization and detailed case study knowledge. Although most responses discussed the different uses for water, there was little analysis of common issues, as required by the question.

(b) Structured question
This was one of the more popular questions on the paper.
Most candidates answered (i) and (ii) correctly, although explanations in (iii) often omitted any mention of basin A. Occasionally, candidates considered the flood risk to be greater in basin A, but this was based upon factors other than basin shape which were not given in the diagram. In (iv) many attempted a definition, but confused drainage density with stream frequency. In the resulting discussion of factors, many responses erroneously equated drainage density with discharge or overland flow. There were some very good responses to (v) especially where candidates included a review of human attempts to prevent flooding as well as the causes.

Question 2 – Coasts and their management

(a) Essay
This was a relatively unpopular question, and responses tended to be mediocre. Many candidates were unable to cope simultaneously with several concepts and commands. For example, they were required to assess changing relationships in time and space. Some regarded this as simply an opportunity to write an essay on hard engineering along a stretch of English coastline. In a number of cases the stretch of coastline was not clearly located or defined, but the better responses produced a clear sketch map with some indication of the scale of the chosen area.

(b) Structured question
This was a popular question which generally produced good results.
(i) The majority of candidates could identify the relationships shown on the table, although explanations were too thin in some cases.
(ii) Some candidates were able to analyse successfully other factors that did not appear on the table and showed a good understanding of specific physical and human influences affecting cliff erosion. However, some of the chosen factors were unrealistic or far-fetched such as wind erosion of cliffs. Terminology was weak and included basic descriptions such as sand getting "clogged up" and cliffs being "battered" by "bashing" waves.
(iii) Many candidates selected coastal erosion as the hazard, but did not define its hazardous characteristics. Bangladesh was a popular choice in terms of coastal flooding hazards, but the focus was not always on the coastal zone. Some candidates speculated over future strategies which could not be evaluated, as in the case of an improved tsunami warning scheme for the Indian Ocean.

Question 3. - Arid environments and their management

(a) Essay
This question was attempted by very few candidates, but at HL there were some outstandingly good responses commenting on a wide range of opportunities in a variety of arid locations. At SL the answers tended to focus on describing human activities rather than evaluating the statement with simplistic ideas about how MEDCs have more money and therefore have fewer constraints.

(b) Structured question
This question was moderately popular, but the performance was quite variable and often let down by the final part (iii).
(i) Many candidates were able to classify eight landforms correctly. If errors were made, it was to attribute landforms to wind action rather than water action.
(ii) Candidates found this question particularly challenging. Sketches were often poor, lacking adequate annotation and knowledge of physical processes. Drawings of dead camels were abundant and these were frequently cited as the sole cause of dune formation.
(iii) There were a few excellent responses where candidates discussed a range of relevant and located mining and tourist activities, but generally responses were vague and failed to identify conflicts.

Question 4 – Lithospheric processes and hazards

(a) Essay
Most candidates found this essay quite manageable and straightforward and were able to produce a variety of case studies that enabled them to successfully assess the statement. Knowledge of the relative importance of human activity upon slope instability was sound, but reference to specific physical processes was scanty in many cases. The weaker responses simply described a number of case studies without assessing the contribution of natural and human factors.
Some of the better answers were able to clearly identify the ways in which human activity and slope processes are interconnected.

(b) Structured question
(i) Many candidates correctly identified the distribution pattern of areas of highest seismic potential on the map. Weaker answers simply listed the places where seismic activity occurs.
(ii) Many candidates were able to link high seismic risk to destructive and (less commonly) conservative plate boundaries shown on the map. However, very few related the number of years since the last earthquake to seismic potential or mentioned intra-plate locations where there was no seismic activity. Candidates who made little reference to the map and regarded this as an opportunity to discuss tectonic theory in general, did not increase their marks.
(iii) This question produced some excellent responses clearly identifying property related effects. However, some candidates wrote all they knew about two contrasting earthquakes referring to non-structural and behavioural responses that were unrelated to property. The better answers distinguished clearly between the amount and the value of property damage while weaker responses considered loss of life and did not refer to property damage at all.
(iv) Candidates' responses were often non- geographical and some struggled to find any justification for human occupation of seismic areas. It was acceptable for candidates to cite the benefits of volcanic activity as a population attraction, provided that they made the link between volcanic and seismic activity. The better responses covered a wide range of reasons such as employment, family ties, inertia, lack of seismic knowledge, lack of a seismic event within living memory and resource availability. Weaker answers did not refer to examples.

Question 5 - Ecosystems and human activity.

(a) Essay
This question was unpopular and yielded poor results. The choice of biome was crucial and reference to the tundra or savanna offered most opportunities for discussion of the limitations. Some candidates knew the basic physical characteristics of their chosen biome, but had no real understanding of the processes, functions and relationships there. Rambling accounts of the human struggle against tropical rain forest in Brazil were common and good evaluations were rare.

(b) Structured question
This question was unpopular and the responses were generally weak. Overall scientific knowledge was lacking, with insufficient use of appropriate terminology. Responses to (i), (ii) and (iii) were reasonable, but responses to (iv) were usually very poor, and seemed to rely too much on guesswork.

Question 6 - Climatic hazards and change.

(a) Essay
Very few candidates attempted this question.
On the whole, and with the exception of a few truly outstanding essays, responses demonstrated little knowledge of droughts, and either equated them with water abuse, or with hunger/famine. Discussion was limited mainly to desertification in the Sahel and the response was well-rehearsed, but wider application was missing. Some answers attributed the existence of areas of permanent aridity such as the Sahara desert to desertification caused by human activity.

(b) Structured question

This was a very unpopular question, but where scientific knowledge was sound it yielded very good results.
(i) Most candidates appeared to find no difficulty in describing the difference in dispersion patterns between dry and wet acid deposition, but often without referring to the specific distances given on the diagram.
(ii) Some candidates regarded this question as an opportunity to repeat the previous one, while others made close reference to the diagram drawing upon their background knowledge of pollution paths.
(iii) The popular choice of topic here was ozone depletion and this produced some weak responses where the emphasis was on cause rather than effect and response. Unfortunately, some candidates confused ozone depletion with the enhanced greenhouse effect.

Question 7 - Contemporary issues in geographical regions.

Responses to these questions were very weak and the candidates appeared to experiment by choosing this topic when they had not covered it in class. It was unusual to find a whole centre responding to either question.
(a) Essay
This was the least popular question where no knowledge of regional geography was exhibited.

(b) Structured question
This was also a very unpopular question.
Questions (i) and (ii) were competently handled, although a single city was an unsuitable choice as a local region.
(iii) Few candidates were able to produce a recognizable or worthwhile map.
(iv) Responses were very limited, and very descriptive, with little apparent effort made to identify contemporary geographical issues.

Question 8 - Settlements

(a) Essay
This was a very unpopular essay where candidates limited their answers to cities in the more developed world. Few were able to explain why social deprivation persists and examples were exclusively urban, with rural areas never mentioned.

(b) Structured question
This was the most popular question in the examination and the marks were spread widely.
(i) Only half of the candidates were able to successfully define urbanization as a relative term referring to the increasing proportion of urban population. More often, candidates described urban population growth without reference to rural areas.
(ii) A high percentage of candidates achieved full marks on this question, with the exception of those who misinterpreted the labelling on the graph as four different types of country.
(iii) Many candidates chose valid reasons for increasing urbanization in LEDCs. Push and pull factors were well learnt, but few acknowledged the possibility of high fertility rates stimulating natural increase in urban areas.
(iv) This question proved to be more of a problem and many candidates did not distinguish adequately between movement of people out of the city and movement to peripheral areas within the city. Although push factors were common to both processes, it was essential that candidates identified specific destinations beyond named city limits and lower down the settlement hierarchy. Many responses were extremely generalized and simply gave examples of countries in which counterurbanization occurs without mentioning specific urban centres, or simply tacked on “as in London” at the end of their explanation of the causes. Other errors included confusion with other processes such as re-urbanisation and intra-urban movement.

Question 9 - Productive activities: aspects of change

(a) Essay
This question was very unpopular. Responses were full of unsupported generalizations. Knowledge of farming techniques was extremely limited and focused on slash and burn in Brazil. Very few candidates showed any real appreciation of sustainability.

(b) Structured question
This question was attempted quite successfully by a small number of candidates.
(i) The spatial pattern shown on the graph showing the dominance of newly industrialised countries was identified by the majority.
(ii) There was a variety of answers to this question, though some were not strictly related to high-technology exports, but to manufacturing in general.
(iii) Many candidates found this question difficult and were unable to define electronic communications. Their effect upon the dispersal of industry was sometimes indistinct from general factors of industrial relocation. The term "footloose" was seldom used, although the concept was usually understood.
(iv) The better responses were those that considered the issue of government intervention in industry on a range of scales (from local, to global).

Question 10 - Globalization.

(a) Essay
Very few candidates attempted this question and those who did failed to address all aspects of the title. The majority emphasised the relationship between tourism and globalization, briefly mentioned trade and made only vague references to reducing differences. Few candidates presented a logically structured essay.

(b) Structured question
In questions (i), (ii) and (iii) candidates showed a superficial understanding of the term "cultural integration" defining it as a simple imposition of a trait by one cultural group upon another.
Integration was seldom recognised as reciprocal and processes such as adaptation and adoption were rarely mentioned. Many responses confused simply learning about another culture with the process of cultural integration.
(iv) There were disappointingly few really good responses to this question, in part because some candidates failed to concentrate on social costs, discussing economic or environmental costs and benefits instead.

Question 11 - Topographic mapping.

This was an unpopular question and overall, it revealed a disturbing lack of map skills.
(a) Errors were common in calculating the area of the proposed lake and some candidates appeared to misunderstand the representative fraction and the scale bar beneath the map.
(b) Sketch maps were mediocre and lacked the normal conventions of scale, orientation and key. Many candidates did not show the main physical regions.
(c) Approximately half of candidates were confused by the term "sketch section" and interpreted this to mean sketch map, but credit was given to those who produced an accurate sketch map.
(d) Most candidates were able to describe the pattern of communications and human and physical features, but not their relationship. Grid references and specific locations were often omitted and appropriate terminology was rare. For example, orientations were stated as "above" and "below".

Recommendations and guidance for the teaching of future candidates

- Candidates should be made aware of the limitations of the 37 minute question and should practise these under timed conditions.

- Candidates should avoid answering questions on those topics which they have not studied.
- Well-drawn and labelled sketch maps and diagrams can often generate valuable marks in the exam and should be practised in class.
- Candidates should be encouraged to use correct terminology throughout this exam.
- Candidates should remember to explain their answers fully and not assume that examiners can guess what they mean or what they are thinking.

