GEOGRAPHY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 26	27 - 36	37 - 47	48 - 59	60 - 70	71 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 26	27 - 36	37 - 47	48 - 58	59 - 69	70 - 100

This session, some excellent extended essays were submitted in geography. It is essential that the research question is stated clearly early in the essay and is not speculative in nature. All relevant maps, diagrams and graphs should be placed in the main text, not relegated to an appendix. Centres are reminded that group work, including the group collection of data, is not acceptable in extended essays.

This examination session went smoothly and feedback from centres via G2 forms was positive. Centres are strongly encouraged to submit G2 forms; the number of centres returning G2s has dropped since electronic submission was introduced.

It is pleasing to see that many recommendations made in previous reports are now being followed. Many candidates are being very well prepared for the examinations, and are becoming better at responding appropriately to particular command terms. Candidates often provide evidence of having studied detailed case studies. The quality of annotated diagrams has shown some improvement, but candidates' ability to draw maps and diagrams in examinations remains an area of weakness.

Weaker students often incorporate ample information in their responses but fail to relate it well to the question. Candidates should be advised to avoid sweeping generalizations in favour of showing some specific, possibly local, knowledge of the topic. Responses calling for critical thinking and/or a discursive approach will continue to be set. In discursive responses, candidates must consider all sides of the topic or issue.

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

The range and suitability of the work submitted

Choice of topic

The most popular topics were:

Physical geography – micro-climatology, sand dune succession and stream surveys.

Human geography – city structure, range and threshold of shopping centres and tourism impacts on coastlines and cities.

The most successful investigations were focused in one small area, involving changes in space and time. They were based upon one or two tightly worded hypotheses for which ample data could be collected in the field.

This year there were a few schools who submitted work that was totally unsuitable for this assessment. This included investigations based on non-geographical phenomena where there was no spatial element. Another problem was the collection of non-primary data from sources such as the Internet. Schools are reminded that the data collected must be primary. This means that it is collected in its raw state by the students through investigation “in the field”. Under current regulations this means that the collection of data from the Internet or by e-mail is not acceptable. Candidates are also reminded that the data must be collected in sufficient quantity to allow for statistical techniques to be carried out.

Other issues:

Some candidates appear to be containing their report within the word count by placing some text in the appendix. This work will be counted and the only material allowed in the appendix includes data tables, questionnaires or exemplar survey sheets. It was quite common to find candidates stating an unrealistic word count on the front of their reports. Schools should be aware that moderators do count the words in these reports and will impose a penalty if the 2,500 word limit is exceeded.

Candidate performance against each criterion

Criterion A – Aims and hypotheses

The aims were clear and most of the hypotheses were well formulated and testable. Less successful ones were presented in a convoluted form or over-simplistic form. Although it is

commendable when candidates individually devise their own hypotheses, in practice they receive no more credit because group hypotheses must inevitably be shared. Almost all candidates are now justifying their hypotheses and are making connections between the theory and the suitability of the chosen location. Some continue to overload their introductory sections with long theoretical extracts from textbooks and this is likely to lead to the word limit being exceeded. On the whole, this section was well managed with the exception of those who omitted a map of survey sites. National and regional maps are seldom relevant in this context.

Criterion B – Methods of data collection

Most schools adopt group data collection which is acceptable and has the advantage of allowing candidates to collect more data over a wider area and possibly a greater time span. The drawback is that it may limit individuality in the data collection stage, although this can be rectified when candidates work independently to write up their reports.

Many candidates partially justified their methods in terms of the choice of sites, the number of sites, the sampling techniques and where relevant the timing of the surveys. The importance of sampling is not fully appreciated and although candidates may label their techniques as "stratified" or "random", few appeared to understand their purpose.

Criterion C – Presentation of data

A variety of techniques is essential if candidates to are to score well. There were some very original indices used to carry out qualitative and quantitative research, but these were rare.

Maps – Only a minority of candidates produce well annotated maps displaying the data collected at each of the survey sites using proportional symbols. On the whole the mapping techniques are poor with a growing number of candidates relying on images that are downloaded without further treatment.

Graphs - These lacked diversity and many could have been be very effectively annotated to identify anomalies. Only a few candidates presented the data they had collected at specific survey sites using proportional symbols. For example, small bar charts superimposed on a map showing the distribution of pebble sizes at specific locations along the stream.

Photographs - candidates are increasingly using photos and satellite images to illustrate specific features and locations. They may also be used as inserts upon maps or the basis of an overlay. There is much scope for combining maps, graphs and photos, but only a minority of candidates effectively use these techniques.

Statistical tests -- Many candidates now use statistical tests confidently, although a small minority are unable to go beyond the calculations and discuss the significance of the result. It seems that sometimes these tests are being applied as a token gesture without candidates really understanding their role in the particular investigation. Spearman's rank correlation is commonly applied and usually its use is appropriate. Some schools are now more adventurous and using tests such as Chi Squared and the Mann-Whitney U test. Occasionally, such tests are not relevant to the research, and competence in handling

statistics may be shown by simple manipulation such as the calculation of means and other mention measures of central tendency.

Criterion D – Data analysis

The most successful candidates were those who noted the heavy mark weighting of criterion D and devoted the majority of their time to it. They methodically reviewed each hypothesis with close reference to the data collected. Patterns and trends were identified and reference was made to the theoretical background in an attempt to explain them. The most common weakness was the lack of in-depth analysis or no analysis at all. In this case candidates simply described the data already displayed in graphs or diagrams. Candidates whose hypothesis(es) are not supported through the collection of data, should not be despondent nor attempt to rework the investigation. In the real world, anomalous results and irregular patterns and trends are common and provide an interesting point of discussion.

Criterion E – Conclusion and Evaluation

Performance on this criterion has improved markedly and candidates are now able to evaluate their methods critically and to make realistic suggestions for improvements.

Recommendations for the teaching of future candidates

Recommendations for teachers:

- Ensure that the investigation is based on one or more hypotheses.
- Ensure that the choice of survey site is safe, manageable and will generate sufficient data.
- Ensure that candidates understand the different weightings of the criteria.
- Write brief annotations on the investigations of the candidates to indicate strengths and weaknesses.

Recommendations for candidates:

- Attempt to be more creative with map work and diagrams
- Ensure that sufficient attention is given to criterion D
- Make an accurate word count and declare it on the report cover.

Standard 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

The range and suitability of the work submitted

Choice of topic

The most popular topics were settlements, drainage basins, coasts, ecosystems and globalisation. There was a wide range of fieldwork projects focusing upon rivers, coasts and ecosystems when investigating physical geography and mainly looking at urban geography when investigating human geography.

The range and suitability of the work varied from school to school but on the whole the quality was very good. A few centres submitted some successful research assignments but the majority of the SL students appear to have accompanied the HL students on their field trip/data collection. All the reports were more successful when the approach was less descriptive and the hypotheses were testable and limited in number. There were only a few centres that had samples that radically exceeded the 1500 word limit and these were penalized.

The least suitable Internal Assessment pieces were research assignments that tended to have promising titles but featured content that was not developed according to the assessment criteria or the syllabus. Several schools also still allow students to choose topics that are too wide-ranging for a 1500 word investigation. Schools should be aware that moderators do count the words in these reports and will impose a penalty if the 1500 word limit is exceeded.

Performance against each criterion

Criterion A - Aims and hypotheses

Almost all candidates' work was hypothesis based and good explanations were given. In some centres there was a tendency to give too much theoretical background. The best reports were based on well focused hypotheses. The hypotheses were sometimes very muddled and did not lend themselves to testing. This led to students having problems with both the justification and most importantly the analysis. Sometimes too many hypotheses were included given the limits of the SL word count, and this often resulted in a very superficial report. The description of the locational context varied in quality with the weaker candidates simply giving a downloaded map with few, if any, annotations. Other candidates are still not linking the theory or the location to the investigation successfully. Some candidates also used up too much of the word count in the theory.

Mapping skills seem to be improving with some innovative use of Google earth – although few referenced this properly.

Criterion B - Methods of data collection

Many candidates provided a clear description of the method of data collection with some justification. Fieldwork reports based on physical geography topics provided stronger explanations. However, few candidates showed an understanding of the significance of sampling techniques and reliability of the data. Stronger candidates used good annotated photos to support their descriptions. The research assignments were for the most part weak on the justification for the data selected and gave overly simplistic explanations. In addition, very few explained in detail the source and date of the data or commented on its reliability in a meaningful way.

Criterion C – Presentation of data

The stronger candidates used a good range of graphical and statistical techniques: a variety of techniques is essential if candidates are to score well. Few candidates produced well-drawn sketch maps, whilst there was a widespread use of downloaded maps, many of which were of poor quality and the sources were not acknowledged. Correlation graphs and Spearman's R correlation test were widely used. But most graphs lacked diversity. There were some weaknesses in the application of the statistical tests, e.g. the sample being too small, or the significance of the results was not considered. Annotated photos were also popular and well used by the stronger candidates.

Some centres made use of imaginative mapping techniques, complex informative graphs and statistical techniques looking at relationships. However there were some reports that listed data collected by the group with no individual manipulation of this raw data. Failing to process the data effectively impacts on the rest of the report as it gives the candidate nothing to refer to in the analysis. There is much scope for combining maps, graphs and photos, but only a minority of candidates use these techniques effectively.

Criterion D – Data analysis

Interpretations and analysis varied. In-depth analysis was lacking in some of the reports where the investigations were too broad, the hypothesis was not clearly defined, insufficient data was collected or the data processing was missing. Some students struggled as they were just uncertain about what they were investigating.

Some candidates referred directly to hypothesis, graphs, maps and other relevant materials and wrote very little on anomalies. There were some reports where the students had already used up most of the word count before reaching D and as such had to write a superficial, short analysis. On the whole the written analysis in the fieldwork reports was much better than that in the research assignments. The stronger candidates showed a depth of understanding and attempted to explain any anomalies. The weaker candidates tended to make little reference to their hypotheses and provided simplistic unsubstantiated analyses. The most common weakness was the lack of in-depth analysis or no analysis at all. In this case candidates simply described the data already displayed in graphs or diagrams. In some

cases, candidates failed to use the results of statistical tests to support points being raised within the text. Failure to make reference to the hypotheses and lack of pointing out and explaining anomalies was also evident.

Criterion E – Conclusion and Evaluation

Conclusions on the whole were included in most reports, but failure to evaluate methods was the most common problem in this criterion. The conclusion is sometimes used simply as a summing-up of what has been written. While many schools are now encouraging students to consider what more could be done or to evaluate data, this is only done at a simplistic level. Few candidates suggested some rather innovative improvements that could have been adopted.

Recommendations for the teaching of future candidates

Recommendations for teachers:

- Teach students a variety of statistical test methods.
- Encourage hand drawn maps and insist on the acknowledging of downloaded maps.
- Make candidates aware of the importance of adhering to the word limit.
- Ensure that the choice of survey site is safe, manageable and will generate sufficient data.
- Ensure that candidates understand the different weightings of the criteria.
- Encourage the students to base the format of the report on the assessment criteria, using headings and sub-headings.

Recommendations for candidates:

- Provide a clear, focused hypothesis or research question that is not too broad and that can be tested or measured.
- Ensure that the work has a clear link to a theme in the syllabus.
- Evaluate the method of data collection at the end of the report.
- Include sample copies of data sheets and secondary data in the appendices and not in the body of the report, while processed/presented data is placed in the body of the report.
- Improve the overall presentation of the reports by labelling and numbering all diagrams, tables and maps; provide a table of contents and number the pages.
- Attempt to be more creative with map work and diagrams.

- Ensure that sufficient attention is given to criterion D
- Make an accurate word count and declare it on the report cover.

Further comments

Teachers should include a grade sheet explaining why grades were awarded or annotate the reports - in pencil, please. They should include a bit more information on the 3/IA as this was often missing or limited to just two lines. Geography textbooks or geography field studies texts were barely cited or sourced in the majority of the candidates' bibliographies. The use of such texts during the development of the Internal Assessment pieces could provide students with important guidance to produce more appropriate work.

Higher and standard level paper one

Component grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 17	18 - 22	23 - 28	29 - 33	34 - 50

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 17	18 - 22	23 - 28	29 - 33	34 - 50

General comments

Only 15% of centres submitted the G2 feedback forms in time for the Grade Award meeting. Of the forms returned, 95% felt that the syllabus coverage, clarity of wording and presentation were either satisfactory or good.

The grade boundaries were adjusted slightly at the top end of the range to reflect the relative difficulty of some mid-parts of questions.

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

All three questions were equally popular, and their mark distributions were similar. In terms of content, there appeared to be no serious areas of weakness. However, responses to the last parts of questions were sometimes disappointing.

The failure to read the command terms carefully also remains a problem. In particular, many candidates provided overly long responses to preliminary parts of questions, such as 1(b) and

2(b), which are not worth many marks. This resulted in time-pressure for some candidates, which was evident in abbreviated or curtailed responses elsewhere.

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 evenness of marks obtained in all three questions.

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

Question 1

This was attempted by about 70% of the candidates.

While knowledge of population graphs appeared good in responses to this question, the application of this knowledge to the precise questions was sometimes less than convincing.

(a) While most candidates correctly stated that migration is the additional element included in population growth, fewer could provide clear, definitive definitions of natural increase.

(b) Some responses were excellent, but many candidates made no attempt to draw any diagram or graph. The concept of total population was apparently one that some did not fully understand, with some candidates simply describing the changes in death rates and birth rates in Region A, rather than using these changes to determine changes in total population. A weakness in analysis of graphs was revealed by those candidates who were convinced that population fell during some periods, despite the graph showing that birth rates were consistently higher than death rates throughout the period shown.

(c) This was generally well answered, with some outstanding responses which provided a comprehensive account of improvements in many aspects of lifestyle, nutrition and health, woven into a tightly constructed argument. It is surprising to see quite so many candidates continue to quote vague phrases such as “improvements in medical technology”, where more specific references to such things as X-rays, heart monitors and ambulances would improve the quality of their responses. Many candidates correctly identified, and were able to explain, the levelling off in death rates after 1955, an important trend often missed or ignored by weaker candidates.

(d) Candidates found numerous, alternative successful approaches to this question, and there were many carefully thought-out and well-planned responses covering a wide range of material, and incorporating some sound examples. Successful approaches ranged from discussions of overpopulation and underpopulation to discussions of Malthus and Boserup’s ideas, to accounts based on a large number of demographic variables, including migration. Weaker candidates tended towards an overly descriptive approach, limiting themselves to matching countries at varying stages of development to stages in the demographic transition

model. This approach, essentially the reverse of that asked by the question, was generally self-limiting.

Question 2 – population density / renewable resources / resource consumption

A slightly smaller percentage (60%) of candidates chose this question. The level of performance was similar to that for other questions.

(a) Almost every candidate was able to select the correct regions, and most were able to explain how they arrived at this decision, quoting appropriate figures from the graph in support of their choice.

(b) Almost all candidates were able to suggest an appropriate renewable resource, though their reasoning in explaining differences in its availability was sometimes very superficial. Weaker students became enmeshed in trying to relate differences in availability to differences in the region's area or population, and did not look beyond the diagram in trying to justify their choice of region.

(c) This proved to be a very discriminating question. While the best responses provided a convincing range of factors, backed up by well-chosen examples, weaker responses tended to be overly generalized, sometimes making claims that are patently untrue. A surprising number of candidates focused more on places which have high population densities rather than those with low densities, apparently leaving it to examiners to infer that the reverse of these factors must be the ones required to answer the question!

(d) Candidates chose a wide variety of valid resources in responding to this question. Candidates who either failed to discuss changes at all or equated changes in consumption with changes in availability/supply or with all differences (including spatial variations) in consumption did not tend to score well. The best candidates made use of some well-prepared material in their answers, and the best responses were thoughtful and mature, looking not only at historical changes that have already occurred, but also briefly considering likely future trends in consumption.

Question 3 – aid / food and shelter / environmental issues

70% of the candidates chose this question and the level of achievement was similar to that of the other two questions.

(a) This was generally well answered, with many candidates correctly identifying the major shifts in allocations and offering some quantification to support their suggestions. Very few candidates noticed that the combined allocation for health (HIV/AIDS and Other health) had remained unchanged, but that the portion of this aid that was now allocated specifically to HIV/AIDS had increased significantly.

(b) There were some excellent answers to this question, with education and infrastructure being the two most popular choices to discuss. Weaker responses failed to focus on improvements in people's lives and tended to drift towards general economic and social discussions.

(c) There were some solid responses to this question, but a disappointing number of candidates interpreted this question only in terms of the causes of limited access to food and shelter, as opposed to explanations of the consequences of limited access to food and shelter. In many responses, a variety of different problems were mentioned and it was sometimes insufficiently clear which two problems were actually the two intended.

(d) This proved to be a very discriminating question. While there were some really excellent accounts, many candidates appeared to be relatively under-prepared to respond adequately. Specific factual knowledge was replaced by vague generalizations. Several candidates examined far more than two countries, making parts of their response irrelevant to the question as set. Weaker candidates interpreted environmental issues as only environmental problems or environmental hazards and limited their responses to discussions of such topics as earthquakes, soil erosion and desertification.

Recommendations and guidance for the teaching of future candidates

- Learn and use precise terminology
- Check the mark weighting of individual parts of structured questions and compose answers of appropriate length and detail
- Practice drawing annotated diagrams under time conditions. Note that it is not efficient or useful to include country maps that add nothing of value to responses just for the sake of including a map.
- Ensure that writing, preferably in black or dark blue ink, is easily legible.
- Number each part of each question clearly.
- Avoid lists or note form, especially in the final discursive parts of questions.
- Provide plenty of opportunities for students to analyze the implications of information provided or case studies included, rather than merely repeating the information itself

Higher and standard level paper two

Component grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 22	23 - 30	31 - 38	39 - 47	48 - 55	56 - 80

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 15	16 - 19	20 - 23	24 - 27	28 - 40

General comments

Popularity of questions and performance were more closely related in this exam than in previous ones, so that in general, the popular questions were well done. This was the first time since the syllabus was examined in 2003 that essays proved to be as popular as structured questions and the performance in both was very similar in terms of mean marks and range of marks. Essay writing skills are steadily improving and many candidates were able to present a coherent piece of writing that addressed the question and was well supported by case study evidence.

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

The unpopular themes on the syllabus continue to be:

A3 - Arid environments and their management.

A5 - Ecosystems and human activity.

B7 - Contemporary issues in geographical regions

There are a number of ongoing weaknesses that include:

- Failure to use appropriate terminology especially in those themes which cover physical geography such as rivers and coasts.
- Misapplication of revised case studies
- Reluctance to present diagrams spontaneously and difficulty in drawing annotated sketches or maps.
- Failure to observe different mark weightings given to parts of the structured questions.

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

This was the first time since the syllabus was examined in 2003 that essays proved to be as popular as structured questions and the performance in both was very similar in terms of mean and maximum marks. Essay writing skills are steadily improving and many candidates are able to present a coherent piece of writing that addresses the question with convincing

argument and relevant case studies. More attention is being given to structure and in particular introduction and conclusions. There were few over-long early answers and the majority of HL candidates completed four in the time allocated.

The response to structured questions also reflected good preparation. Many candidates understand how to interpret stimulus material; patterns and trends are clearly identified and quantified with attention given to detail as well as an overview.

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

1a) This question was very unpopular, with poor performance. Few made any comment about the upper course. Answers rarely related fluvial processes to management strategies.

1b) This was the second most popular question. Knowledge and understanding were generally good, but the use of terms such as interception, infiltration, storage and flow was poor and explanations were often too thin. For example, statements such as, “Tarmac causes much surface run-off" were not further developed to explain the factors causing rapid runoff in artificial urban drainage systems.

With regard to part (iii), a number of candidates referred to flooding in the whole drainage basin rather than the urban area.

2a – This question was relatively unpopular, but performance was average. There were many descriptive answers of coastal landforms with only weak links to energy variation in space and seldom in time.

2b – This was a popular question. Some struggled with the first part and focused on the swash/backwash activity on the beach only. In part (ii) many understood that an imbalance between input and output might result in erosion, but did not consider sedimentation or coastal advance as outcomes. In part (iii), sand dunes were the popular option and there were some impressive answers that covered their development and the need for conservation in terms of natural defence against erosion and their ecological value. Answers referring to salt marshes were equally good.

3a – There were some very good answers from a limited number of schools.

The best students used diagrams to illustrate the factors affecting the formation of deserts and these were very effective, especially in those answers that recognised that a number of factors are often involved. In some cases there was too much focus upon desertification, which was only marginally relevant to the question.

3b – This was an unpopular question where knowledge of desert fluvial landforms was poor and drawing skills elementary. Understanding of conflicts in arid environments was poor.

4a – This was a very popular question with some impressive responses. However, in some cases, too much attention was given to lengthy introductions on plate tectonics where only a

brief reference was required, or to the impacts of these hazards rather than responses and such responses did not receive much credit despite their length.

4b – This was a moderately popular question with pleasing results. Part (iii) was a weak spot where knowledge of biological weathering was almost non-existent. Some candidates are still confused over the distinction between weathering, mass movement and erosion. The favourite choice of case study in part (iii) was Aberfan which fitted requirements very well, despite being somewhat dated as a case study. Other favourites were the Vaiont Reservoir in Italy and the mudslides in Hong Kong or the *favelas* of Rio. Causes and consequences were usually well covered but responses less so. Sometimes more recent events were difficult to evaluate and therefore earlier case studies were acceptable.

5a - Responses were few and disappointing because candidates failed to recognize the relationships between climate, vegetation and soils and knowledge of processes was weak. Answers were generally devoted to the description of human activity in the tropical rainforest without much reference to changes in vegetation structure and nutrient cycling.

5b – Some candidates appear to be familiar with the Gersmehl diagram and the majority were able to explain the changes in nutrient stores during a vegetation succession. However, the distinction between positive and negative feedback was often confused. In part (iii) and in (iv) the emphasis on structure and process was often missed.

6a – This was an unpopular question and very few candidates were able to distinguish between short-term dry seasons and long-term drought or understand their causes.

6b – This was a moderately popular question that rewarded those candidates who had thoroughly revised variations in the Pacific ocean/atmosphere system and were able to present an annotated diagram of the Walker circulation. In part (ii) many incorrectly identified the event as El Niño. For some, the main attraction of this question was the opportunity to discuss global warming in part (iii), but the answers were often very disappointing with the emphasis more on emotion than actual evidence.

7a – Very few candidates answered this question. Few understood the concept of a multi-feature region.

7b – This question was more popular than usual, but the results were poor. A number of candidates limited their marks by discussing the whole country instead of a region in part (iv). Many responses failed to define the regional boundaries effectively.

8a – This was a popular question with some excellent case studies covering a range of different urban problems and their solutions. In some cases the discussion was limited to shanty towns and in others the focus was national instead of urban. Rio de Janeiro, São Paulo and Mexico City were the most popular choices and it was pleasing to see detailed knowledge of named locations and specific management strategies.

8b – The core-frame model was not known by many students, but the remainder of the question was well done and case study knowledge was impressive.

9a – Not enough responses were received to make meaningful comments.

9b – Candidates attempting this question often achieved full marks on parts (i) and (ii) and knowledge of TNC relocation was strong and well supported by case studies.

10a – This was the most popular question of all with some outstanding responses. The best candidates showed an appreciation of both global and local costs and benefits and they supported their answers with appropriate case studies and examples. Marks were usually lost where the two scales were confused,

10b – This question was also popular. In part (i) many were able to pick out key patterns but most tended to focus on the core areas of Europe, the US and Asia, rather than the periphery. In part (ii) most candidates were able to suggest two or three relevant factors influencing the volume of calls and justification was often sound. In part (iii) many candidates recognized the connection between ICT and culture, but overlooked the processes leading to integration.

11 - This question appeared to be more popular than usual, but the results in many cases were mediocre. The greatest weakness was the failure to see the relationships between physical geography and human activity. Answers lacked specific map evidence such as location, distance and named places. Terminology was also poor and it was unusual to find an answer that contained terms such as radial drainage, linear settlement or concave slope. It appears that this topic continues to be chosen as a fallback where a candidate is unable to find an alternative question.

Recommendations and guidance for the teaching of future candidates

- Learn and use precise terminology
- Check the mark weighting of individual parts of structured questions and compose answers of appropriate length and detail
- Practice drawing annotated diagrams under timed conditions
- Learn to write concisely and to focus upon the questions set
- Learn a wide variety of case studies and make sure that these are correctly applied in practice questions