

GEOGRAPHY

Paper 9768/01
Global Environments

Key messages

In order to achieve high marks on this paper two sets of skills are required: – for parts **(a)(i)** and **(ii)** the ability to interpret, describe and explain data in a variety of forms as diagrams, graphs, tables, prose and images and for **(b)** the ability to write a structured evaluative argument in essay form. Higher order skills such as explanation, evaluation and critical analysis are pre-requisites for higher order marks.

General comments

In data response **Questions (a)(i)** and **(ii)** if the question asks ‘with reference to Fig. X’, then the response should be directly related to evidence that can be gleaned from the resource. Of course, there may be extensions of knowledge but the starting point must be the resource. Generic knowledge alone is not required in those questions.

It is important to define the terms of the question. For instance, **Question 6(b)(i)**. Candidates did not define and give a summary of the meaning of air mass before discussing the relevant air masses. Similarly **Question 1(b)(i)** and **(ii)** required definition of hot-arid and semi-arid environments.

When producing a structured essay in response to part **(b)** of the options candidates must remember to take particular note of the subject and object of the question and the command words. Sometimes the question or quotation needs a balanced view or perhaps opposition to the proposition in response. Candidates should not shy away from an unequivocal conclusion if they can provide the evidence to support their view.

The structured essay questions requiring knowledge and understanding of physical processes, e.g. **2(b)(i)**, were well answered provided candidates had a comprehensive knowledge and understanding of the processes involved. However, where the structured essay questions required discussion of human/societal responses candidates did not always refer the human aspect back to a clearly and comprehensively outlined physical environment, e.g. **Question 1(b)(ii)** where a discussion of how the physical environment is being compromised in terms of soil degradation, soil erosion and salinization as a result of migratory traditional lifestyles, population increase, overgrazing and climate change was sometimes missing from responses.

Candidates should be encouraged to include well-labelled diagrams inserted at the appropriate place and referenced in their essay answers. Diagrams can add immeasurably to the value of the answer, for instance, **Question 1(b)(i)**; **Question 2(b)(ii)**.

Comments on specific questions

Question 1

- (a) (i)** Some responses did comply with the describe command however many answers strayed into explanation which was not required. Good answers produced precise descriptions of wadis and sand dunes. Ideally candidates provided two well-labelled diagrams for full marks.
- (ii)** Most candidates used the changes to the shoreline of Lake Chad as evidence but more could have been made of the map drawn to scale, e.g. direction and nature of the river flow or the source of the sand. Strong responses supported their evidence by reference to the map.
- (b) (i)** There were few responses to this question. Weaker answers displayed limited knowledge of the desert hydrological cycle with better responses referring to the water balance or factors other than

the climate, although a variety of other factors might have been included. Some responses referred to the causes of aridity, which was not creditworthy.

- (ii) Generally responses were good because candidates used a wide range of case studies and drew upon contrasting levels of development to useful effect, although many answers were limited to Africa. Traditional lifestyles and dependence on nomadic pastoralism was not always made clear along with the changes that have been taking place as a result of overgrazing related to changes in the climate and the margins of the Sahara, i.e. The Sahel. Perhaps an outline of what candidates interpreted as 'migration' might have aided the responses in some cases. Also there is often an 'umbrella' effect of hot arid and semi-arid with the latter not defined or forgotten.

Question 2

- (a) (i) This question was well answered.
- (b) There were some excellent descriptions of the glacial landscape depicted. Candidates commonly identified the slope, patches of snow, arête of highest peak, angular rocks in the foreground and little sign of flora. Some responses contained unnecessary explanation of the processes involved in the formation of the landforms featured in the photograph.
- (ii) This question required candidates to use evidence from the photograph as the springboard for their response. Many responses used generic knowledge and suggested that cruise ships produce global warming despite there being no cruise ships in the photograph and the issue of global warming not being directly relevant to this resource.
- (c) (i) This question was well answered. Most responses took a wide-ranging view of the processes of glacial movement but there were other answers that were more tightly focussed on basal sliding but extremely technically knowledgeable. Such responses were able to distinguish between methods of sliding such as basal creep and regelation flow and their role in glacial movement. Thus there are two routes to the highest levels of 4 and 5; either a broad, comprehensive answer or a narrow but detailed answer which knows and understands the physics of glacial movement.
- (ii) The strongest responses made reference to a range of landforms and provided diagrams which indicated scale. Most answers focussed on drumlins and kames and made mention of erratics, however discussion of these alone were not really sufficient to prove the argument. One successful approach would be to examine the difference in fluvio and glacial deposits that constitute the landforms in order to distinguish them. This question required a nuanced response and many candidates 'sat on the fence' in their conclusion which was a perfectly acceptable view.

Question 3

There were no responses to this question.

Question 4

There were no responses to this question.

Question 5

There were no responses to this question.

Question 6

- (a) (i) This question was well answered with most candidates referring to the range and peaks and making a comparison between the cities. This was most commonly achieved by using the word 'whereas'.
- (ii) This question asked for an explanation of insolation levels of Singapore and London. Most responses covered either angle of incidence or scattering distance travelled though the atmosphere and so could not access full marks, those that explained both points usually gained full credit. Candidates must remember that rays from the sun are parallel to the earth.
- (b) (i) This question required focus on one air mass which needed definition in terms of what it is and its characteristics in relation to its source region. Responses struggled to recognise that anticyclones and depressions involve air masses, i.e. anticyclonic weather in mid latitudes is associated with cP

and cT air masses and depressions where mP and mT air meet at the polar front in the mid latitudes.

- (ii) Whilst this question had a narrow focus, i.e. the monsoon, the answer required candidates to juggle 'seasonality', 'unreliability' and 'short and long term management' of both. Therefore, there were several valid ways to approach this question. One approach would have been via the meteorological context – the fact that the wet season is expected and is generally predictable. Many responses examined the reality that the monsoon has been relied upon for hundreds of thousands of years by the people of Asia and their economies but that in recent years it has been late and/or rainfall amounts have been unreliable because of climate change and the connection to El Niño events. This discussion was usually accompanied by examples of failure of the rains and/or unexpectedly high rainfall leading to flooding and the management needed to overcome these challenges. However, while many responses included relevant material, the arguments presented were not always clear or comprehensive meaning many achieved a mid-level mark rather than the higher levels of 4 and 5.

GEOGRAPHY

Paper 9768/02
Global Themes

Key messages

- Understanding of the Generic Mark Scheme (GMS) its application is fundamental to success. All pieces of extended writing for Paper 2 are assessed using this framework.
- The skills of deconstructing the question set and planning to address all its elements are highly valuable.
- As extended writing, Paper 2 essays need to be of appropriate length in order to develop in both depth and detail. Short pieces of work are unlikely to achieve high level awards. The vast majority of essays this year were of an appropriate length, including some long pieces.
- Diagrams should be drawn in pencil, referenced in the text and as large as possible.
- Current World Bank country classifications are HIC/UMIC/LMIC/LIC, and these should be encouraged.
- The term 'infrastructure' is not self-explanatory and always needs development.
- Theories should not be forced into responses irrespective of the question. They are best deployed when supporting a focused answer.

General comments

Teachers are encouraged to use the GMS with candidates throughout the teaching programme, both as a measure of achievement for a piece of work and as a means of demonstrating areas for improvement.

Candidates are encouraged to develop the skills of deconstructing the chosen questions into its constituent elements, e.g. command word to follow, subject area, key idea(s). Then a candidate can plan to answer the actual question set and to cover all aspects of the question. This keeps the response away from irrelevance or the tendency to go off into straight recall of learned material.

The quality of written communication was satisfactory to excellent with outstanding work being seen in the vocabulary for and expression of analysis, evaluation and argument in particular. Candidates showed a knowledge base ranging from sound to impressive. The best responses focused clearly on the demands of the question and showed a mature understanding of the subject matter, supporting their discussion with appropriate and detailed located examples.

Well-structured responses tended to have a discernible beginning (introduction), middle (evidence, analysis and argument) and an end (conclusion). As in previous years, the quality of introductions proved a good discriminator. A purposeful targeted start, which accurately defined key terms in the question, generally led to a well-structured, focused essay. A definition of a key word often kept the candidates focused on the question set; its omission often led to unfocused responses. Many effective conclusions were seen which drove home the candidate's position and did far more than simply recap the key points of the essay.

Comments on specific questions

Section A

Migration and Urban Change

Question 1

High quality responses were set within the context of an actual example, such as the EU and Schengen countries, and examined a range of impacts on particular countries (e.g. Poland and the UK). Economic, social and political impacts were considered and an evaluation was made. A number of answers incorrectly asserted that EU freedom of movement comes in the Schengen Agreement when it is enshrined in the

Treaty of Rome (the UK being outside Schengen but bound by freedom of movement, pre-Brexit). Weaker responses, although displaying some knowledge and understanding, were written at a more general level and/or considered only a limited range of impacts. The evaluation in such answers was often missing or superficial. Responses which focussed on the pros/cons of international migration were creditable, but largely self-limiting to Level 3.

Question 2

There were insufficient responses to produce a report to this question.

Trade, Debt and Aid

Question 3

This question provided scope for an evaluative contemporary response. The best responses were characterised by analyses of trade (largely reduced by protectionism), FDI (variable: increased due to re-shoring, but a more hostile environment might reduce it), remittances (a more hostile environment might reduce it) and aid (as remittances) set in the context of the EU, the WTO and USA. A common misconception was that the BRICs are a trade bloc. To ensure responses were fully focused on the demands of the question, candidates needed to address the 'poses a major threat' aspect of the question and provide an evaluation of the statement as implied by the command word 'examine'. Weaker responses focused on trade and did not communicate clearly the varied nature of protectionism, or to what extent it is a major threat to capital transfers.

Question 4

A popular question. Most candidates were able to define the term 'economic globalisation', and stronger responses tended to do this explicitly in their introductions. Due to the broad nature of the question, exemplification was integral to developing a sound argument, and the strongest responses tended to use a range of examples at different scales and levels of development. Stronger responses considered the pros and cons of economic globalisation on different groups of countries, e.g. HICs, BRICs and LICs, and were able to provide an evaluation of the view expressed in the question. Weaker responses lacked range and, although the pros and cons were considered, these answers either did not attempt an evaluation or produced only a superficial one, which lacked detail or used quite outdated content. Many thought that trade blocs were products of economic globalisation when, in many ways, they are its antithesis. Many broad discussions of trade were offered without linking explicitly to economic globalisation.

People, Place and Conflicts

Question 5

A number of candidates undertook this question and it was pleasing to see a range of different approaches used to answer it. Stronger responses often defined both primordial and modernist nationalism, and explored a range of different types of conflict (for example, violent, non-violent, political, terrorism and war). Broad examinations were offered by many candidates with good use of examples such as Catalonia, Scotland, the DRC, Israel-Palestine and Kashmir. One of the keys to response quality was staying fully focused on the question. A wide range of conflict causes were creditably offered. High quality answers were able to thread together the nuance between the type and extent of nationalism at play, and the resulting conflicts, supported with contemporary and historical examples. Weaker responses were more superficial and tended to only focus on violent conflicts.

Question 6

The provocative nature of the question gave candidates significant scope for discussion, and many used it as an opportunity to examine the pros and cons of globalisation. The best responses were able to put the evolution of a global culture into a historical context and then examine how this has changed over time. In such answers, exemplification was at the fore, and this resulted in high quality analysis and evaluation. Weaker answers tended to lack precision, often failing to provide the necessary breadth, and were unable to address the 'global' aspect of the question, focusing more on a range of isolated examples. Some less effective answers tried to use the conflict examples that they had learned irrespective of appropriateness and did not stay fully focused on the question. Others incorrectly asserted that EU freedom of movement (and cultural homogeneity) comes in the Schengen Agreement when it is enshrined in the Treaty of Rome. Arguments against the statement profitably used the assertion of minority languages (Welsh, Gaelic,

Catalan, Basque) the influence of eastern philosophies and the rise of Islamic culture in the cultural mainstream.

Section B

Energy and Mineral Resources

Question 7

There were no responses to this topic.

Question 8

There were insufficient responses to produce a report to this question.

The Provision of Food

Question 9

A popular question. Many responses had a clear understanding of the 'neo-productionist' phase and defined this accurately in their introduction, however, some did not define this accurately, and instead discussed either the modernisation of agriculture or the post-productionist phase under the guise of 'neo-productionism'. As a result, some responses failed to address the question and this limited the quality of the response. Better responses often started by defining the term 'unsustainable' and then considered a range of neo-productionist farming activities attempting an evaluation of the validity of the statement as requested by the question. Large scale ranches in the USA and fish farming were common examples. Other relevant points that were made included vegetarianism, hydroponics, fish farming and the issue of food insecurity. Such responses also had a clear focus on sustainability, often discussing its social, economic, environmental and political facets. Weaker responses covered a more limited range of points and lacked the exemplar support required to make their points convincing. Reference to any other farming 'phases' as listed in the syllabus (productionist, post-productionist) was not creditable. The over reliance of some candidates on the theories of Malthus and Boserup without closely focusing on the question was evident. Candidates should ensure that they fully understand the language of the specification and can differentiate clearly between the different phases of food production.

Question 10

Stronger responses considered the strengths and limitations of the Green Revolution and were able to set their discussions in more than one locational context, e.g. the Philippines, Mexico and Brazil as well as the Punjab in India, with accurate timelines whilst remaining focused on 'food supply' and addressing the long-term sustainability issues surrounding the Green Revolution. Furthermore, many candidates evaluated the differing impact of the Green Revolution both between and within different countries. The thrust of these answers was evaluative, going beyond a mere listing of the pros and cons. Weaker responses were written at a much broader and more superficial level, often just focussing on India and lacking the evaluative approach required by the question. Many candidates attempted to use the theories of Malthus and Boserup, but with limited application to the question. To gain credit the theories needed to be well integrated into the overall argument. Similarly, too many answers merged the Green Revolution and modern genetically modified crops – they are distinct phases of technologically driven food production change and the latter was not creditable.

Tourism Spaces

Question 11

There were no responses to this topic.

Question 12

There were no responses to this topic.

GEOGRAPHY

<p>Paper 9768/03 Geographical Issues</p>
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Key messages

- Candidates should ensure that they possess a thorough understanding of the operation of the physical processes in *Section A*.
- Some answers to *Section C* questions would have benefited from a brief introduction outlining the elements to be discussed.

General comments

It was very encouraging to see an impressive range of knowledge and understanding, especially in the essay questions in *Section C*, coupled with the ability to present a cogent argument. It is impossible to stress the last point too highly as many questions possessed a component where reasoned assessment was required. This is especially true of the essay questions in *Section C*. This analytical ability not only reflects well on the candidates but also on the teaching. However, there were instances where the conclusion came right at the beginning of the answer rather than being at the end as a result of reasoned argument.

Some Physical Geography and many Human Geography questions received excellent responses, but, as in previous years, there was a difference in the levels of knowledge and understanding between them. Answers to the Physical Geography questions were often deficient in some respects. As in previous years, this was especially true of answers in the Hydrological Hazards option where the deficiency often involved an incomplete understanding of basic concepts and physical processes.

The interaction between physical processes and human activity was better understood. However, it needs stressing that to evaluate this interaction, it is important to possess a thorough understanding of the operation of the physical processes. Some of these issues are taken up when specific questions are discussed. The answers to questions in *Section C* were often excellent and the breadth of knowledge and understanding shown by a significant number of candidates was remarkable. However, there were some instances where the full implication of the question was missed.

Some candidates failed to match the marks available with the length of time required for sub-questions. This led to answers to questions in *Section C* sometimes being rushed. A significant number of candidates attempted *Section C* before answering the *Section A* and *Section B* questions. This can be an efficient strategy but, in a few cases, it was apparent that this led to the last question, usually in *Section B*, to be rushed and to be unfinished.

Comments on specific questions

Section A

Question 1

- (a) Many responses were unable to demonstrate an accurate and precise understanding of volcanic hot spots. It was rare for the full two marks to be awarded.
- (b) Most responses gave full descriptions of the pattern of volcanic hot spots. But occasionally the nature of the plate boundaries where some hot spots occur was omitted. Some candidates, rather than describing the pattern, counted the number of hot spots on each tectonic plate.

- (c) There were some thorough answers outlining all the differences in hazards with accurate knowledge of the nature of the respective volcanic materials and lava composition. However many responses were unclear about the hazards associated with hotspots.
- (d) Answers were often very detailed, although the assessment part of the question was often treated in a rudimentary way. Better responses defined 'short term' and 'long term' and followed this through in their answers. Many candidates equated the terms with primary and secondary hazards, which was not always useful as many secondary hazards are short term. This often restricted the marks to the top of Level 2.

Question 2

- (a) Advection and radiation fog were stated by the majority of candidates. Many answers also mentioned smog, which in this context was accepted as a type of fog.
- (b) Most candidates were able to provide a good comparison of the monthly numbers of fog. However, marks were often restricted to three because of a lack of specific data.
- (c) The response was predicated on a thorough understanding of the factors needed for the formation of one type of fog. Many responses gave relatively simple explanations, e.g. of radiation fog by hot air rising and condensing. Explanations of advection fog were more limited.
- (d) Most candidates equated scale to mean local and regional scale atmospheric hazards, leading to many good responses. High quality answers recognised that although hurricanes were regional scale disturbances, they could also be managed, sometimes more easily, at the local scale.

Question 3

- (a) Very few candidates were able to state the precise definition of throughflow. Responses frequently described it as movement through the soil without specifying the direction. Consequently, many answers could have been describing percolation to depth. Throughflow was also sometimes confused with throughfall.
- (b) Most candidates were able to provide a good description of the distribution of areas at risk from flooding.
- (c) Many responses considered the drainage basin to be the area immediately adjacent to the river, thus the range of land use change that could be explained was minimal. Some answers examined the change from forested land to urbanised areas, but the detail and level of explanation given was limited. Even when elements of the basin hydrological system were stated, such as interception by trees and infiltration, relatively few candidates explored how these changes in the components might lead to flooding.
- (d) There were many good answers with relevant and accurate case studies of the impacts and consequences of flooding with respect to the level of development.

Section B

Question 4

There were no answers to this question.

Question 5

- (a) Some candidates were able to provide the full accurate definition, however many responses missed the specific element of 'people at risk to the disease'. This is not quite the same as the total population. Most responses received one mark for getting the definition partially correct.
- (b) The pattern of mortality was described in a very thorough way by most candidates.
- (c) The key element in this question was the interpretation of affluence. Most candidates equated it with personal affluence; however some equated it with the level of development of countries and

therefore a lack of medical facilities in some countries. This was only marginally relevant unless specifically related to personal affluence or resources available in the countries concerned.

- (d) There were many high quality responses to this question with detailed knowledge of the operation of the WHO and NGOs in terms of improving welfare and health care provision. A few responses were restricted to the operation of the WHO alone, which limited the range of examples and rational evaluation of the question.

Question 6

- (a) Many candidates stated 'Life expectancy', which was accepted even though 'at birth' had been omitted. Few responses were able to give two components.
- (b) There were many very detailed descriptions of the percentage above and below average annual income by province in China, although the key was occasionally misinterpreted.
- (c) The core periphery is clearly a well-understood concept and there were many excellent answers although some candidates simply equated it with the urban hierarchy. The emphasis in the question was on the term 'concept', thus emphasising that it was a model not necessarily related to specific areas. Many answers embarked on a neo-Marxist analysis which was not the original concept as outlined by Friedman but a later modification by Franck in his dependency theory.
- (d) Some candidates were able to discuss two accurate United Nations Millennium Development goals in a very convincing manner. Poverty was the most frequently discussed relevant goal. This was followed by hunger, with many answers forgetting that poverty and hunger were one goal and not two separate goals.

Section C

Question 7

Most responses were well-informed and based on a specific area with numerous geographical hazards. Detail was often excellent and many answers were well structured. However, there were a few instances where the chosen area was either limited in geographical hazards or was too large an area to provide a succinct structured answer. Responses were generally well informed. However, there was a problem when some candidates answered with respect to issues that could not be conceived as hazards.

Question 8

There were very few answers to this question. This was a question where global needed to be defined and discussed at the outset because the interpretation of global would underpin the entire answer. Occasionally there was some confusion over the term 'global' followed by a muddled argument.

Question 9

This was a popular question and, in general, was answered well. Much depended on the hazards chosen for debate as some hazards provided more scope for discussion than others.

GEOGRAPHY

Paper 9768/04
Research Topic

Key messages

Candidates should be aware that in those questions testing data response skills (**Questions 1, 2(a), 5, 6(a), 9 and 10(a)**); no credit is awarded for explanation.

The terms *accuracy*, *reliability* and *representativeness* seem to be used interchangeably by candidates. They should be aware that these terms have different meanings. If a digital instrument gives a reading to one (or two) decimal places, it means it may be more precise than other instruments but not necessarily more accurate (i.e. how close the measured value is to the true value).

Multiple hypothesis investigations are best avoided. A single hypothesis approach encourages a depth to the analysis, which is more appropriate than a focus on breadth at this level.

General comments

Candidates who scored well on this paper were able to combine a number of skills. Particularly, they were able to read data accurately from the Figures and were able to identify and describe the overall patterns displayed by the data. In the more discursive questions, they were able to use their knowledge of the subject and present balanced arguments, supported by detailed examples, enabling them to make appropriate and informed evaluation that went beyond the simple 'to some extent' type of response. Generally candidates are becoming adept at attempting to include an evaluation in their answers when the question requires one.

The 10 mark **Questions (2(b), 6(b) and 10(b))** test candidates' wider knowledge of their chosen research topic. As such, these answers should be supported by reference to named and located examples. This often enables an assessment to be made more easily, e.g. 'in valleys aligned East/West, aspect is a much more important factor than in valleys aligned North/South.'

With regard to fieldwork for the individual research, investigations must be planned so that enough data can be collected to support a meaningful investigation. In cases where there is a relatively short time available, it may be possible to test some of the data collection methods in the classroom or around the school site so that errors can be minimised before the actual fieldwork day. This would be an acceptable form of pilot study.

Comments on specific questions

Section A – Microclimates

Question 1

- (a) Most candidates identified the 2 hour period in which temperature decreased most rapidly in the rural area, but many responses omitted evidence from the graph to support their answer and therefore failed to get the second mark available.
- (b) Many responses identified valid contrasts in temperature change between the rural and urban locations and answers were supported with accurate data from the graph. A few candidates wrote about the similarities between the two lines on the graph, which attracted no credit – the question clearly asked for contrasts.
- (c) Good responses here addressed both the patterns shown on the maps and their similarities and went on to evaluate the extent of the similarities. As this is an evaluative question, it was legitimate

to address differences in the patterns to enable a valid judgement to be made. High quality answers were supported by accurate data from the maps. Weaker responses failed to address the issue of pattern and tackled the question by dealing with the individual weather stations shown in an almost list-type fashion.

- (d) Stronger responses discussed the value of the three resources pointing out features such as good visual impression and the elements of detail that all three resources offer. The limitations of the resources were also discussed, e.g. for Fig. 1.1 the lack of location, season, size and building density of urban area, the distance between the urban and rural locations as well as the lack of reference to the prevailing synoptic situation. The question specified 'microclimate'; the resources showed nothing about relative humidity, wind speed, wind direction, fog, etc. Weaker responses tended to describe the data shown in the resources rather than the value of the resources and attempted to explain some of the patterns they had identified in the data attracting little credit.

Question 2

- (a) Better responses made an assessment of the impact of tree felling on relative humidity supporting their answers by detailed and accurate data support from the resource, identifying the reversal of the impact from 06:00 to 15:00. Weaker responses tended to simply describe the data, often with limited or inaccurate support from Fig. 2.1.
- (b) This is an opportunity for candidates to use the knowledge gained from their individual research. The key requirement was to make an assessment of the factors affecting the microclimates of hill slopes and valleys. Better responses based their answers on named and located examples and this approach made it much easier for candidates to arrive at an assessment. Weaker answers simply described the factors influencing microclimates without giving any named and located examples or attempting an assessment.

Question 3 (and Question 7)

These questions asked candidates to focus on both the scale and location of their investigation and assess to what extent these limited their findings. Many candidates wrote in detail about the scale of their investigation, discussing time limitations, the number of sites chosen and the availability of resources (both equipment and manpower). In terms of location, issues of accessibility, safety and representativeness were commonly considered. The best answers then assessed the trade-offs made in scale and location in terms of accuracy, reliability and representativeness of the data set they collected, finally addressing to what extent these limited their findings. Weaker responses described some of the limitations imposed by scale and location without addressing the evaluation required by the question.

Question 4 (and Question 8)

Good responses to these questions focused on the methods used to collect their primary data and went on to assess the strengths and limitations. Much of this discussion focused on the equipment used as well as the method of using that equipment. Sampling strategies were also discussed to beneficial effect and also, the lessons learnt from pilot studies. Weaker responses, though usually focused on their own investigations, were largely descriptive with little attempt to assess the strengths and limitations of the methods used. Some responses had a disconnect between the investigation title and the primary methods described. It suggested these candidates had collected a wide range of data as part of their fieldwork, before narrowing their investigation afterwards making it quite difficult for them to arrive at an assessment.

Section B – Deprivation

Question 5

- (a) Most candidates recognised that the 'high' group showed the greatest increase, but many responses omitted evidence from Fig. 5.1 to support their answer and therefore failed to get the second mark available.
- (b) Most candidates accurately using data from the graph to support the contrast they identified. A small minority described differences from the year 200 onwards (instead of 2007).

- (c) Better responses went beyond description and attempted an assessment of the similarity of the two distributions, supporting their discussion with accurate reference to the two maps. Weaker responses tended to simply describe the distributions with no attempt at evaluation.
- (d) Good answers to this question discussed the pros and cons of the three resources and then made a judgement about their value as required by the question. Many recognised the wider brief of the question making creditworthy suggestions about other information which was not present, which might be used to understand prosperity and employment growth – for example, other domains of deprivation, the funding available and the views of residents were all mentioned by candidates. Weaker responses simply described the data shown in the figures (much of it already used in **parts (a), (b) and (c)**) without attempting to evaluate the usefulness of the resources.

Question 6

- (a) Good responses focused on the question and addressed reasons for both optimism and pessimism supported these with accurate data taken from the graphs. Weaker responses described the data without addressing optimism or pessimism.
- (b) This was an opportunity for candidates to use the knowledge gained from their individual research. Better responses framed their answer around a city and suggested why named areas within that city suffered more deprivation than other areas within the city. Manchester is one example that was used effectively, comparing the more deprived Miles Platting with the less deprived East Didsbury. Weaker responses wrote in general terms and lacked the located examples required for good marks, often ignoring the ‘than others’ aspect of the question.

Questions 7 and 8

See **Questions 3** and **4** above.

Section C – Conservation

Questions 9, 10, 11 and 12

There were too few responses in **Section C** to make any meaningful comment.