Chief Examiner's and Principal Moderator's Report

geography

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in Geography (Legacy) for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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GCSE GEOGRAPHY (LEGACY)

Chief Examiner's Report

In keeping with last year's trend, it is pleasing to report that in this the final year of summer examinations for this specification, the 2018 suite of papers was well received by both candidates and examiners alike. The range of marks awarded reflected the accessibility of the papers and clear layout of resources, which enabled candidates on both tiers to effectively demonstrate their knowledge, skills and understanding. In addition, the majority of candidates appeared to be entered for the correct tier, which greatly enhanced their examination experience and performance. Examination of the scripts revealed many exemplary answers reflecting the expertise of the teachers and the diligence of their students. It was very evident that the specification had been taught thoroughly and candidates were well equipped with sound skills and case study knowledge enabling them to engage fully with the examination process.

However, some candidates would benefit from more practice in analysing the resources provided. Nevertheless, the majority of candidates completed all sections of the papers satisfactorily and there was less evidence of centres omitting sections of the specification such as the teaching of Ordnance Survey skills, which had been apparent in the past. In particular direction and distance were particularly well answered this year.

In general candidates were well able to include relevant facts or figures in their case study responses. Furthermore, while most candidates' responses demonstrated sound knowledge and understanding, it is still important to note that all candidates should be encouraged to read the question paper carefully to determine the requirement of each question and to ensure that they address the question set, in both the correct context and scale. For example, on Paper 1 Higher, Question 1 (e)(i) related to the channel shape, many candidates wrote about discharge thereby losing marks. Similarly on Paper 2 Higher Question 1 (g)(ii) a number of candidates described the characteristics of the suburbs rather than describing and explaining the location of this land use zone.

To achieve good marks for SPaG, a candidate's answers must be expressed in good English with paragraphs, punctuation and good spelling. In general the quality of SPaG was good but there is still evidence that some candidates achieved high SPaG marks in specific questions as they had taken care to write in good English, when other answers produced by the same candidate did not have correct spelling, punctuation or grammar, especially of key geographical terms.

As was highlighted last year, centres need to be aware of the means by which SPaG is credited for candidates who have word processed their script or for whom a scribe has been employed. In cases where candidates are word-processing their own answers, this should be clearly indicated on the cover sheet. In cases where a scribe is used, the spelling test must be included and indicated on the cover sheet in addition to confirmation that the candidate has been responsible for the punctuation and grammar. If this evidence is not provided it is not possible for the examiner to credit SPaG so the candidate could lose up to eight marks per paper due to no fault of their own. It has become apparent that a number of centres are still using the wrong cover sheets causing their candidates to lose marks. It is recommended that Heads of Department or subject teachers communicate with their examinations officer to check on this and maximise marks awarded to candidates.

It is important that candidates note the number of marks available for each question and write an appropriate and relevant amount of information using the lines provided as guidance. There are two lines allocated per mark on the examination paper at Higher Tier and approximately 1.5 lines per mark on the Foundation Tier. As in previous years, it should be noted that there is usually no necessity for an extra booklet as candidates using these booklets frequently only wrote one or two lines which could easily have been written in the space below the lines printed on the

examination paper. There is also no necessity for candidates to write in the space above the next question or in the page margins. Now that on-line marking is being used, the practice of using a Supplementary Answer Booklet should be very strongly discouraged.

Outlined below are commentaries on each assessment unit; areas where improvement could be achieved are highlighted.

Assessment Unit 1 Understanding Our Natural World

Foundation Tier

As this was the final sitting of the legacy specification for summer examinations there were fewer candidates than usual taking the Unit 1 Foundation Tier paper. However, as in previous years, the majority of candidates entered for this unit found the examination paper to be accessible and appropriate for their literacy skills. Most candidates attempted all of the questions and were able to achieve marks throughout the paper. In general, candidates continued to be much better at writing answers for questions on rivers and coasts and appeared less well prepared for the restless earth and weather and climate questions.

There were four sub-sections that required candidates to refer to a case study or demonstrate knowledge of place. Candidates at this level need to make sure that they have learned the details of the case study fully and should practise applying this knowledge to a variety of questions. Question 1 (d) was often poorly answered as candidates did not elaborate in enough detail about the full strategy with reference to two methods of coastal management. Candidates tended to reveal their lack of understanding by writing down anything they could remember about their case studies, rather than addressing the specific question set.

Teachers should endeavour to provide ample opportunities for their candidates to practise working with resource based questions. There were many examples where candidates attempted to answer a question with little or no reference to the resource provided. Candidates must quote facts and figures within their answers and make reference to trends as appropriate to maximise their marks.

Spelling, Punctuation and Grammar was assessed in two questions on the examination paper. The marks here have generally improved over recent years but there are still a sizeable number of candidates who score low marks because they have not taken enough care or paid attention to their spelling and punctuation in these questions.

Q1   Theme A: The Dynamic Landscape

(a) (i)   There has been a noticeable improvement in responses to map skills questions in recent years and this year was no exception.

The majority of candidates were able to identify the correct spot height.

(ii)   Most candidates were able to correctly measure the straight line distance. However, many candidates lost one mark as their answer was not sufficiently accurate.

(iii)   A surprising number of candidates failed to answer this question accurately. There was a wide range of incorrect answers given. Candidates should revise these basic map skills thoroughly in preparation for the examination.

(iv)   This question required candidates to name a river feature found at each of the two separate locations identified by the grid references. There was a wide variety of responses to the question, many of which were not actually river features. It is important that candidates are aware of what is meant by a river feature.

(v) Answers to this question were generally good and many were able to identify the three correct statements.

(b) **(i)** This question was answered well and most candidates were able to achieve full marks. They demonstrated a good understanding of how an arch is formed.

(ii) There were some interesting and varied answers to this particular question. However, most candidates were able to note that a stack would be formed when the roof of the arch had collapsed.

(c) Many of the candidates found this question challenging. Very few of the answers provided fully addressed how a wave cut platform is formed.

Some of the reasons why candidates failed to achieve good marks in this question were:

- Candidates did not **explain** the processes that were involved in the formation of the wave cut platform (i.e. erosion) and did not go into specific detail about how this might have happened.

- Some candidates wrote extremely vague answers.

- Some candidates failed to go into sufficient detail on the processes and did not use geographical terminology within their answer (such as making reference to the different types of erosion that might be involved including abrasion and hydraulic action).

- Many responses revealed no clear understanding what a wave cut platform is.

- Some responses focused on describing a wave-cut notch and how the cliff might be eroded backwards.

- Finally, some answers were written in such a manner that it was difficult for the examiners to tell if the candidate was describing the erosion of a waterfall or a wave cut platform. It is important that candidates make a clear distinction between the different landscape features.

(d) Responses have definitely improved in recent years in relation to the identification of named case studies within the British Isles. The majority of candidates made reference to Newcastle, Co Down. The explanation of a coastal management strategy that protects the coast was much better attempted than in previous years. This might be due to the fact that this question did not require candidates to make reference to sustainability.

That said, most candidates did not manage to score beyond Level 2. There were a few reasons for this:

- Some candidates did not provide enough detail in relation to their chosen case study. They needed to include more specific facts and/or figures within their answers.

- For top Level 3 marks, candidates needed to discuss at least two coastal management methods.

Spelling, punctuation and accurate use of grammar marks were awarded for answers to this question. Candidates needed to make sure that they spelt any geographical terms correctly and used the conventions of punctuation and grammar appropriately.

(e) **(i)** A sizeable number of candidates failed to get the maximum marks for this question. It was evident that many candidates remained unclear as to the difference between a store and a transfer.

(ii) Some of the examiners noted that this question was one of the less well answered on the paper. Few candidates seemed to have any understanding of the term **discharge**. There were quite a number of answers that had no connection to the term. Few candidates achieved the maximum two marks.

(iii) This was a straightforward question and most candidates managed to achieve all three marks available.

(f) (i) There have been a number of variations of this particular type of question over the lifetime of the specification. The requirement this time was for candidates to describe the change in channel shape at site X and site Y using the two graphs. Some of the main issues regarding this question were:

- Some candidates failed to make any reference to the information presented in the graphs (Fig. 3).

- Some candidates attempted to write about only one of the sites downstream, for example, they made reference to the shape for site X or site Y only.

- In order for candidates to achieve Level 3 there was a requirement for candidates to have discussed both the depth and the width of the river using figures to support the answer.

(ii) Most candidates were able to answer this question correctly.

(iii) In this question some candidates struggled to identify a correct type of erosion. Many confused this with a method of transportation or deposition. Attrition was not be credited as this was not likely to cause a change to the shape of the river channel. Some explanations were vague and lacked detail but the biggest issue was that in some cases the stated erosion method did not match up with the explanation that was offered. Candidates need to have more precision in their depth of understanding of fluvial erosion, transportation and deposition.

(g) This question has appeared several times throughout the life of the specification. There were a surprising number of totally blank responses which indicates that some candidates were not well prepared for this case study question. Candidates were asked firstly to identify a river within the British Isles. This caused difficulty as some candidates were not able to name the river on which their case study was based. Unfortunately, answers that just give the name of the location of the river and not the river itself could not be credited.

Candidates also had to explain a human and a physical cause of the flooding on their named river. A good level of detail was required with relevant facts and/or figures helping the elaboration of the answer. The majority of answers focused on the River Derwent or the River Valency but relatively few candidates achieved full marks because there was not enough detailed discussion or explanation. However, the quality of answer has perhaps improved to some extent this year as more candidates seemed to be getting high Level 2 or Level 3 marks. It is important that candidates use specific facts and figures when explaining the causes of flooding in their case study answers. Unfortunately, too many answers continued to be vague and not specifically linked to the named case study river.

Q2 Theme B: Our Changing Weather and Climate

(a) (i) Fig. 4 on the question paper included some pictures of three sources of weather data. Candidates were required to use this resource to help them to identify the weather satellite and the weather buoy. The spelling of these geographical terms left much to be desired but examiners tried to credit the

answers where possible. A surprising number of candidates left one or both of the answers blank.

(ii) This question was more than just a straight forward definition question. There were three marks for candidates to be able to state the difference between weather and climate. Very few candidates were able to secure all three marks. Answers had a tendency to be vague and left out important information. For example, many candidates noted that weather was the 'day to day but climate was more long term' but did not explain that it was the day to day condition of the atmosphere or did not indicate how many years the climate statistics might refer to.

(b) (i) The resource in this question showed the direction of the different air masses affecting the British Isles. The majority of candidates were able to identify that the missing name was Polar Maritime.

(ii) Most candidates were able to answer these statements successfully.

(c) (i) Many candidates were able to achieve full marks for this question with relative ease. The key on the weather map made this question straightforward. However, a sizeable number of candidates again demonstrated that they failed to possess basic skills such as being able to use compass points to locate wind direction.

(ii) This question was not answered well. Candidates often explained more than the **one** reason requested. Furthermore, many answers did not refer to an impact on high temperatures. Many candidates failed to recognise that this was an anticyclone over the British Isles in the summer.

(d) This question was well answered and many candidates were able to provide very good, well-balanced answers and were able to identify the impact of rising temperature and also referred to man's role in relation to global warning.

(e) Fig 7 linked volcanic activity with climate change. Answers to the question that followed were either very good or very poor. There were very few answers in between. Candidates either had a thorough understanding and knowledge of this phenomenon or they had a very poor understanding of it.

(f) A surprising number of candidates failed to achieve full marks in this question. They were required to provide the name of a country that they had studied where there was one negative effect of climate change. They then had to explain this negative effect in some detail. Answers to this question were relatively poor and the following issues were noted:

- Some candidates listed a number of negative effects of climate change but did not elaborate on any with specific detail.

- Some answers were entirely disconnected from the choice of case study selected. For example, some candidates discussed polar ice caps melting in the UK and the effect that this might have.

- Some candidates managed to discuss positive impacts of climate change and did not clearly show how this could have been a negative impact for the area in question.

Q3 Theme C: The Restless Earth

(a) (i) This question was well answered and most candidates found it to be very straight forward.

(ii) This question was not well answered. Many candidates failed to go into enough specific detail about what causes tectonic plates to move. Answers that explained that it was convection currents in the mantle which caused the molten magma to rise and pull the plates apart accessed full marks but many candidates failed to go into this level of detail.

(b) (i) The statements about igneous rocks were usually quite well answered though a surprising number of candidates thought that basalt was formed from fossils.

(ii) Again, this question was generally well answered.

(iii) Most candidates were able to identify that Slemish is a volcanic plug and that the Giant's Causeway is composed of basalt columns.

(c) (i) The majority of candidates were able to use the resource to correctly identify the strength of the earthquake.

(ii) Similarly most candidates were able to identify Guyaquil as the city that was furthest away from the epicentre.

(iii) There was a surprising number of candidates who failed to secure both marks available for this question. There was some confusion about what the epicentre was. Some candidates described the focus whilst others also made mention of the Richter scale.

(iv) This question required candidates to consider one reason why there might be more deaths from earthquakes in LEDCs compared to MEDCs. Whilst the question appears straight forward, many candidates failed to achieve full marks as they did provide sufficient detail in their answers. They needed to stay focused on **one** reason, rather than to address a number of connected reasons none of which were fully developed. Most answers concentrated on the lack of money available to make secure, 'earthquake-proof' buildings.

(d) This question provided good differentiation. Only a minority of candidates were able to achieve Level 3 marks although there were some very good answers. Some of the issues encountered on scripts from candidates who did not score well included:

- Some candidates failed to discuss an MEDC earthquake – they might have referenced Thailand, India or China rather than Japan.

- Candidates failed to discuss the impacts on people and property in enough detail. Few discussed the impact on the environment and some did not go beyond listing figures. On many occasions, these figures were widely inaccurate or candidates were confusing the facts and figures of one case study with another.

- The main obstacle preventing candidates from achieving maximum marks in this question was the lack of case study detail provided in the responses. Candidates need to ensure that their answers include a valid statement, consequence and elaboration with relevant facts and figures to secure Level 3 marks.

Higher Tier

The paper had a range of questions from skills-based questions using the resources provided, to the more challenging questions requiring explanations of geographical processes which allowed a wide range of abilities to be tested and a variation in the marks achieved. Only a few candidates achieved very low marks, indicating that this paper was very accessible to all candidates.

Candidates of differing abilities were able to respond positively to most questions and there were few blank spaces. Candidates were able to access the full range of marks from very low to very high. However, it was noticeable that some candidates were not able to convey accurate answers in clear English while others provided many facts/figures/place names in some answers without good geographical explanation. Some of the one or two mark questions were poorly tackled by many.

Students need to understand the key command words and use them appropriately e.g. describe, explain, and evaluate. Candidates appeared to be well aware of the importance of including facts in case study questions, but often the quality of the evaluation was limited and did not warrant Level 3 marks, even where there were facts, figures or places named as in Question 1(d)(ii) on coastal management strategies or Question 3(e) on a precaution before an earthquake. Many students still overlook the requirement to include a concluding statement in the relevant questions requiring evaluation.

Many candidates gained full marks for SPaG on the two occasions it was assessed in this unit, as they communicated clearly and accurately, which is to be expected in the Higher Tier unit. However, it was noted that for some candidates, spelling, punctuation and grammar were poor. Excellent case study answers sometimes contained several spelling errors in relation to key terms such as hydraulic action.

However, some candidates found this unit challenging; there were especially weak responses to Question 1(b) on a wave cut platform and Question 1(e)(ii) and (iii) on how discharge is calculated and what makes it vary along a river channel. Candidates struggled to accurately answer Question 2(c) on the explanation of weather elements in Question 2(e) on climate change due to volcanic eruptions and Question 3(c)(ii) on the definition of epicentre as detailed below. There was no evidence that time was an issue.

Q1   Theme A: The Dynamic Landscape

Overall candidates performed well in this question. There was clear understanding of both river and coastal processes and features and the case study information was accurate. The two longer questions on coastal management strategy and on the physical and human causes of a river flood were answered in detail to good Level 3 standard by many candidates.

Q1   (a)   (i) - (iv)   Ordnance Survey skills questions were often answered very competently but weaker candidates lost most of the marks available as they failed to measure scale or use compass points accurately.

(v)   Most candidates gained at least two marks as they gave accurate information on wave height and frequency but sometimes strong swash and weak backwash were both stated but as these terms are the reverse of each other, a mark was lost. No comparison with constructive waves was required.

(b)   The explanation of a wave cut platform was either handled very well or very poorly, some candidates confused cliff collapse and retreat with the formation of a waterfall.

(c)   (i) (ii)   Most candidates achieved at least half marks on the formation of an arch as they named the erosion processes but did not fully explain how a cave was worn through a headland to gain Level 3 marks. Nearly all candidates explained accurately how an arch would eventually become a stack.

(d)   (i)   This question was often poorly answered with candidates not stating clearly what requires protection at the coast.

(ii)   Many candidates stated facts and figures but did not explain clearly the sustainability of the methods of protection at a named coastline such as Lyme Regis or Withernsea although Newcastle was the most common case

study used. Most candidates included case study facts and figures on at least two methods in the chosen coastal management strategy. Excellent answers with good evaluation and a concluding statement were offered by the best candidates, although there were frequent spelling and grammar errors.

(e) (i) Many candidates failed to carefully read this question on channel shape using the data at three different river sites and only provided figures without any explanation at all. Others were unable to read the graph in Fig. 3 accurately and focused on discharge or bedload, not realising that distance from the left bank was the width of the river channel. Many only described depth and not width, while others failed to provide figures although some relevant explanation was given.

(e) (ii) (iii) This question was often misread as requiring candidates to define discharge rather than how the discharge is calculated (worked out), but the attempts at the calculation were limited and often focussed only on stating width and depth are multiplied or on explanations of how velocity is measured. Discharge variations along a river channel were not well understood as candidates did not understand the causes of change in discharge along the river from source to mouth and only explained why the channel would increase in size.

(f) This question on the causes of a flood was generally answered quite well, although some candidates failed to mention the name of a river either at the start of the answer or within it. Most answers used the rivers Derwent in Yorkshire or Valency at Boscastle.

Q2   Theme B: Our Changing Weather and Climate

Candidates continue to find this theme challenging. Responses showed that candidates did not understand the causes of high temperatures or low rainfall in anticyclones, which were confused with depressions. However, there were several short questions which enabled all candidates to achieve some marks.

Q2   (a) (i) Several candidates did not give the correct label to the sources used to create a weather forecast and the spelling especially of weather buoy varied considerably.

(ii) A straightforward question which surprisingly very few candidates of all abilities answered well. Many candidates only partially knew the difference between weather and climate and omitted either the idea of climate being over a longer period of time or it being the average weather conditions.

(b) There was good explanation of why a Polar Maritime air mass was wet, but many did not explain why it was cold, inaccurately naming the poles or Arctic and so only receiving three out of four marks.

(c) Many candidates offered little comprehensible explanation of either of the two elements and only scored Level 1 marks for stating the values for each. Lack of understanding of sinking air warming up, leading to clear skies in an anticyclone hindered candidates from attaining Level 3 marks.

(d) Many candidates answered quite well on the term global warming gaining two marks.

(e) Most candidates were very vague as to how a volcanic eruption would cause cooling of the climate by producing SO_2 or by the ash blocking out sunshine.

(f) The answers varied from good to very poor on the difficulties associated with gaining international cooperation on climate change; good answers focussed on e.g. USA not signing agreements in order to protect the economy or on the costs

to LEDCs in implementing green energy strategies but many answers were very general, unclear or gave two repetitive or overlapping points.

Q3   Theme C: The Restless Earth

The majority of candidates handled this final question very well. Candidates were able to demonstrate their knowledge and interpreted most questions correctly.

Q3   (a)   (i)   Most candidates gained full marks for labelling the mantle and core accurately.

(ii)   The answer was limited often to stating convection currents but many candidates failed to accurately link the currents of magma carrying the plates and moving them apart or making them sink.

(b) (i) (ii)   The distribution of granite was often misunderstood as being the extent of granite as opposed to that of basalt rock in Northern Ireland and many answers gave inaccurate compass points. There was some use of the scale by some candidates although it sometimes lacked accuracy. The formation of granite was often confused with basalt and/or sedimentary rock.

(c)   (i)   Most candidates correctly named the city furthest away from the epicentre.

(c)   (ii)   There were many poor definitions of the term epicentre; many failed to mention that it is a point on the surface where the first shaking is felt. However, it should be noted that it is not necessarily the area where the earthquake is strongest.

(c)   (iii)   Many candidates failed to score full marks as they did not explain subduction, friction making the plates 'stick' and then jerking free to create the shaking of an earthquake.

(d)   Most candidates gained full marks for stating the location of volcanic features within the British Isles.

(e)   Most candidates gained at least Level 1 marks as they included a cause of a named earthquake, but many failed to describe both a cause **and** a precaution (with evaluation) before the earthquake happened; the best Level 3 answers stated how the plates moved as cause and also explained how precautions such as earthquake-proof buildings or disaster prevention days or a tsunami early warning system helped to decrease the number of deaths. In some cases there was no precaution used before the earthquake happened. This is valid but still required to be evaluated. It is important that the case study chosen fully meets the demands of the specification. Many candidates described the impacts of an earthquake instead of evaluating the precaution.

Assessment Unit 2   Living in Our World

Foundation Tier

The candidates gave a very positive response to this well balanced paper. A few failed to produce answers to some of the questions set but the majority of candidates were able to complete the paper within the time allocated. The language used throughout the paper appeared to be at the appropriate level because there was little evidence to indicate that candidates either misread or misinterpreted a question.

The style of the paper was very fair. The broad range of stimulus material and resources to be studied allowed most candidates to make a positive response to the related question but also provides a platform for the more motivated and well prepared candidate to answer in a more comprehensive manner.

Candidates, at this level, continue to lose marks due to poor exam preparation and technique. When a question valued at three/four marks instructs the candidate to 'describe' or 'explain' and five/six lines are provided for the response; then a well-structured and detailed response is expected. Valuable marks were lost by many candidates when the response lacked the depth and elaboration required for a Level 3 answer. Also, as in previous years, candidates failed to gain the maximum marks when precise geographical definitions were requested; e.g. state the meaning of the term emigration; sphere of influence; Fairtrade; green tourism; the response very often lacked the detail and understanding required for full marks.

Theme A: People and Where They Live

Q1 (a) **(i)** The majority of candidates correctly identified the type of map shown in Fig. 1.

(ii) Most candidates gained full marks by stating correctly the percentage population aged over 65 years at location X.

(iii) Similarly most were able to state the highest percentage aged over 65 years in England and Wales. Some candidates quoted a percentage within the range on the key for their answers; credit was given if their answer was correct.

(iv) Most candidates were able to identify two impacts of having a large aged-dependent population living in an area but only a minority gained full marks because the description lacked the essential detail required.

(b) **(i)** Most candidates were able to draw the bar to the correct length but a few lost a mark by failing to shade it.

(ii) The vast majority of candidates correctly ticked the age group with the greatest number of people in Kenya by 2050.

(iii) Very few candidates produced a Level 3 response to this question. The figures quoted and the trends referred to were very often incorrect. The description and explanations of the changes in the population pyramids lacked the detail required for a Level 3 response.

(c) **(i)** Many candidates failed to gain the two marks available for the definition of emigration; the response had to indicate that it was people leaving or moving out of a country.

(ii) Most candidates gained three marks for this question with a correctly named country in the European Union and an acceptable positive impact of migration. A minority were able to include a relevant fact or figure in their answers and were awarded maximum marks.

(d) **(i)** The majority of candidates gained maximum marks by selecting the correct word from those given to complete the phrase.

(ii) Candidates were on the whole also able to identify two acceptable ways in which data can be presented using a GIS.

(e) **(i)** Most candidates were able to match the photographs in Fig. 3 with the correct settlement type.

(ii) Unfortunately only a minority of students were able to state two acceptable geographical features which make good defensive sites.

(f) **(i)** The majority of candidates correctly completed the three statements, indicating that they had a clear understanding of the graph in Fig. 4.

(ii) Most candidates were able to state two causes of urbanisation in LEDCs.

(g) **(i)** Most candidates correctly identified Settlement A as having the largest sphere of influence.

(ii) Very few candidates gained two marks for this question; only a minority of responses showed a clear understanding of the term.

(iii) The majority of responses to this question were awarded two marks. Most candidates were aware of the number and type of functions found in the two settlements but only a few made reference to the order of functions and therefore gained full marks.

(h) **(i)** While many candidates underlined the correct land use zone a significant number selected 'Inner City'.

(ii) Very few candidates gained maximum marks for this question; most responses focused on describing the housing rather than explaining the location of this type of land use as required by the question.

(i) Most candidates selected the Titanic Quarter as their named inner city area. The responses to describe the improvement in job opportunities in the area and the sustainability of the scheme often lacked the elaboration or facts/figures necessary to gain full marks.

Theme B: Contrasts in World Development

Q2 **(a)** **(i)** A surprisingly large number of candidates were unable to state what the letters HDI stand for.

(ii) The majority of candidates correctly completed the four sentences to gain full marks.

(iii) Very few candidates scored maximum marks for this question. The majority indicated that HDI is a composite measure where more than one indicator is used to measure development but the responses lacked the detail and elaboration required for three marks.

(b) Most candidates gained full marks by correctly identifying which factors helped and which hindered development in LEDCs.

(c) **(i)** The majority of attempts to define the term Fairtrade lacked the elaboration necessary for two marks.

(ii) The majority of candidates correctly named one type of Fairtrade food in Fig. 7.

(iii) Very few candidates managed to produce a response worthy of Level 3 marks. The majority were aware that Fairtrade will generate improvements for farmers in LEDCs but the responses lacked the detail necessary for maximum marks.

(d) Only a minority of candidates managed to gain full marks for this question. Many did not name an appropriate technology project. The majority of responses focused on a description of the project with little reference to the economic improvements it has created.

Theme C: Managing Our Resources

Q3 **(a)** **(i)** This question was handled well by the majority of candidates.

(ii) Most candidates correctly completed the four statements to gain full marks.

(iii) Very few candidates were awarded full marks for this question. In general, definitions of the term green tourism lacked the required detail, there was little reference to the fact that it is tourism which protects the people's way of life and culture.

(iv) The majority of candidates gained some marks in response to this question but very often the answers lacked the elaboration required for full marks. Some candidates attempted to describe more than one way the camp is helping to protect the environment.

(b) **(i)** Many candidates lost a valuable mark here for failing to shade the bar on the graph.

(ii) The majority of candidates gained full marks in response to this question. The figures from the graph were accurately quoted and comparisons between MEDCs, LEDCs and NICs included.

(c) **(i)** Most candidates gained full marks by correctly stating that it would take six weeks for the newspaper to decompose.

(ii) The majority of candidates were able to correctly identify which impacts related to health and which related to the environment.

(d) Only a minority of candidates achieved Level 3 marks for this question. Many students had difficulty in correctly naming a local government area they had studied. The majority of answers refered to the need for and aim to reduce the amount of waste going to landfill but the use of the coloured bins was the only measure described in acceptable detail. Very few responses made reference to the recycling centres in council areas and how they are organised to encourage the public to use them. The use of facts and figures to gain Level 3 marks was only addressed by a small number of candidates.

Higher Tier

This was the last paper to be set for this specification. Examiners noted that it was a fair and well-balanced paper that had no surprises in it. It was pleasing to note that candidates used the correct case study when answering the questions. However, as in previous years, some candidates failed to evaluate the case studies as required and therefore could not access Level 3. Examiners reported there were no issues with timing as all scripts seemed to be finished. Whilst many candidates achieved high marks on this paper, there were others who struggled and who perhaps should have been entered for Foundation Tier.

Theme A: People and Where They Live

Q1 **(a)** **(i)** This question was poorly answered. Many candidates incorrectly stated the type of map as a GIS. We accepted a range of answers including population density and aged distribution map. We ideally were looking for a choropleth or density shading map.

(ii) A well answered question, candidates recognised the answer as being 20.0 to 24.9.

(iii) The majority of canididates simply stated that the popularion aged over 65 years lived in coastal areas. In addition to this candidates needed to elaborate using compass points, i.e. south, east or south west England. A number of candidates did this which was pleasing; however, too many candidates used terms such as the edge of the country or the bottom of the country.

(iv) This question has been asked before and it was pleasing to note that candidates were able to elaborate on their answer to gain full marks. The majority wrote about the pressure on the health service, stating that medical investment was needed and the fact that taxes would have to be raised to pay for it. The majority of answers focused on the negative aspects of an ageing population. However, equally valid responses referred to the positive implications such as

the grey vote, older workers and the free child care many grandparents give to their grandchildren.

(b) (i) This was a new skill introduced to the population pyramid requiring candidates to mark a line on the pyramid showing where the aged dependent population began. The majority were able to show correctly that this began at 65 years old.

(ii) The majority of canidates correctly identified the approximate youth - dependent population as 16 million.

(iii) This question was a good differentiator. It was a 'describe and explain' question related to how the population pyramid for Kenya would change between 2012 and 2050. There were essentially three parts to this question. Candidates had to describe how the pyramid would change e.g. base will become narrower, top will become wider. They had to explain why the changes will occur e.g. birth rate decrease and death rate decrease. The last element was to include figures of different age cohorts in 2012 and 2050. If one element was missed out then candidates were restricted to Level 1. If they completed two elements of the answer (which most candidates did) they could achieve Level 2. A small number of candidates addressed all three elements. It was pleasing that candidates used specialist geographical terms and therefore scored well in SPaG.

(c) (i) The definition of emigration was problematic as many candidates gave a general definition of migration (leaving one country and moving into another). Candidates need to focus on the leaving/exiting aspect of emigration. Some candidates decided to back this up with reasons why they were leaving (war, famine). Although not required, this was helpful when marking this question as it showed good understanding.

(ii) This was the case study question on migration. It was slightly different to previous years as the question was split into two parts. In Part one, candidates were required to state the origin, destination and numbers of people migrating. Most scored two out of the three marks available as the origin was identified (A8 countries or Turkey) and most gave a realistic number of migrants (we accepted a range of specific numbers). However, the detail about the destination within the receiving country was generally poor. The vast majority identified the UK as the destination but this was not enough to gain the mark. We needed the destinations within the country e.g. London or Belfast.

The second part of the question was to describe one negative impact on the country named at the start. Many candidates were able to give the negatives e.g. racism, pressure on services and thus scored well in this part of the question.

(d) The majority of candidates knew what GIS stands for.

(ii) This question was poorly answered as many candidates gave simple advantages of using GIS. A deeper understanding of the advantages was required, e.g. collecting vast amounts of data and being able to display this information visually in a series of layered maps.

(e) (i) Nearly all candidates correctly identified Latin America as the region with the biggest fall in the rate of growth.

(ii) This question required candidaes to describe complex line graph. It was pleasing to report that most candidates compared two or three regions. This allowed them to score three out of four possible marks. A small number of

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candidates compared four or more of the regions and therefore achieved full marks.

(iii) Candidates demonstrated a good understanding of one cause of urbanisation and thus scored highly in this question.

(iv) A slightly different type of resource was presented as Fig. 4 but virtually all could see that the cartoon indicated urban sprawl.

(f) This question related to the sphere of influence between two settlements (a large town and village). There were four key concepts we were looking for (population size, threshold population, order of goods and range). In order to get all four marks, we needed to see three of these discussed in the answer. This question was well answered by most candidates.

(g) (i) Most candidates identified the land use zone as the suburbs.

(ii) This question was very poorly answered. Candidates needed to describe the location first (the outskirts/edge of the city). They then needed to explain the location. Candidates needed to consider the availability of land, cheaper land prices for developers to expand these out into the rural urban fringe. Unfortunately, these reasons were not forthcoming. Too often candidates simply described the characteristics of the suburbs.

(h) This was the case study question on inner city redevelopment. It is pleasing to report that candidates named a relevant inner-city area (Titanic Quarter) and therefore accessed Level 2 and Level 3 marks. It is obvious that candidates knew their case study facts/figures on housing and employment so easily achieved four or five marks. However, many still failed to fully evaluate the sustainability for example by ignoring the less sustainable aspects of the redevelopment. A sizeable number of candidates discussed the environmental improvements. This was not required and therefore received no credit.

Theme B: Contrasts in World Development

Q2 (a) (i) This was well answered with most candidates able to give the correct meaning of HDI.

(ii) Candidates described the global variation in HDI by using the figures given in the resource.

(iii) This question has been asked in previous years. It is easy to see that the level of answering has improved over the years, with teachers taking on board previous advice. The use of terms such as composite measure, economic and social indicators are welcome and help give the answer greater clarity. Some candidates went on to use specific countries such as Saudi Arabia to highlight the inadequacies of using indicators on their own. A well answered question overall.

(b) Candidates had to select an organisation, state its aim and then discuss one action taken to help reduce the development gap. This question was generally poorly addressed. One of the biggest problems was that the aim often didn't match the action e.g. the candidate might state the aim as being cancelling debt and then the action referred to eradicating disease. This meant the candidate lost out on marks as only the aim could be credited. Another problem that arose was when candidates made up goals that do not exist in the MDG. There are only eight to choose from.

(c) The Fairtrade definition was generally poorly answered. Most candidates received one mark by stating 'farmers get paid a fair price'. More detail was required e.g. cutting out the middleman, improving working conditions or ensuring environmental

protection. It is evident that a few schools are using these more detailed definitions of Fairtrade.

(ii) Generally, well answered. Candidates stated a LEDC and give some detail on how the money was being invested in the local community or area. On a separate note many responses for this question involved the restating of the Fairtrade definition. These answers invariably achieved low marks. Some centres had studied actual people from various countries to highlight how Fairtrade had helped them. These answers were welcomed as they were very specific to their named LEDC.

(iii) This question has been asked numerous times during the life of the specification. Centres had prepared candidates very well. The most popular case study is the fishing boats in SW India, although other appropriate technologies such as the Jiko stoves and Hippo rollers featured. Generally, facts and figures relating to the economic and environmental improvements were stated, putting the answer into Level 2. However, as this was an evaluate question many candidates failed to offer a single negative comment about the technology which limited their marks. Going forward, more emphasis needs to be placed on this when teaching this case study.

Theme C: Managing Our Resources

Q3 **(a)** **(i)** This question was answered very well by the majority of candidates. Most correctly identified Chile as the location of Ecocamp.

(ii) Grey Lake was correctly identified by most as the longest trail. These two questions provided easy marks to attain.

(iii) The definition of green tourism was poorly answered. Most candidates achieved one mark by saying green tourism helped protect the environment. Very few candidates achieved the second mark by discussing the protection of the people's way of life/culture.

(iv) This was a stimulus response question where the candidates had to use a resource about a sustainable tourism project in Chile. Candidates didn't require any prior knowledge of this Eco Camp. The resource highlighted various ways it was both helpful to the community and the environment. Candidates needed to quote figures from the resource (100% renewable energy, 90% of employees from the area). By doing this they could achieve two out of four marks. The other two marks were for the elaboration of how these could be beneficial i.e. 100% renewable energy meant no greenhouse gases produced or the 90% of the employees could earn money which can help locals improve their quality of life. Only a few candidates elaborated as required by this question.

(b) **(i)** This was a skill-based question. Candidates labelled the bar graph correctly for France. A small minority of candidates did not complete the bar with solid shading thereby losing a mark.

(ii) This was a 'describe and explain' question on the global consumption of oil. Many candidates used the figures quoted to highlight the differences in oil consumption between MEDC and LEDCs. However, many failed to note the significance of China (NIC) in this pattern. This was critical to help achieve full marks. Many candidates were able to offer reasons why countries such as Canada used more oil than others such as Bangladesh. However, one reason offered which received no credit was population size i.e. the bigger the population the more oil used. This is not the case when you compare the populations of Canada and Bangladesh.

(c) **(i)** A resource-based question which was well answered. Most candidates identified the product as newspaper.

(ii) This question was answered very generally. The question required candidates to explain the concerns (environmental or health) of landfill sites. Candidates were able to list many concerns associated with landfill sites but failed to elaborate on any of these concerns. As a result, most candidates only gained two out of the four marks. The more able candidates took each concern (we needed two concerns) and fully elaborated the consequences on either or both environmental and health issues.

(iii) This case study addressed sustainable waste management in a local government area. It was pleasing to note that only a handful of candidates did not name a LGA. This helped them achieve Level 2 as a minimum. Examiners noted lots of good case study detail from various local government areas, focusing on recycling targets, different coloured bins, bin collection frequency and the amount of waste that has been prevented from going to landfill. These were all welcomed and credited. However, some centres are still teaching about unsustainable methods such as incineration (arc21) or discussing super dumps. Answers which focused on these received no credit and it would be advisable for centres to cease teaching these. Only sustainable approaches to waste management were credited.

Principal Moderator's Report

Assessment Unit 3 Fieldwork Report (Controlled Assessment)

This is the final Principal Moderations report as the fieldwork component of GCSE Geography makes the transition from Controlled Assessment to the Unit 3 written examination.

Controlled Assessment Topics

The river investigation remained the most popular choice of investigative topics available; however, all titles were represented in the samples presented for moderation.

Quality of Teacher Assessment

With Controlled Assessment and its requirements in place for several years, the quality of teachers' assessment was accurate and effective in the majority of cases. During this series, the moderation team reviewed the least number of centres during the post-moderation process since the change from coursework to controlled assessment. This is to be commended.

Effectiveness of Assessment Criteria

This is a summary of the findings presented by the moderation team following the Summer 2018 series:

Introduction

The introduction section of the fieldwork report presented very few issues and, in most cases, was marked accurately. When issues did arise, they were generally due to one or more of the following:

- Poor spatial context with either the regional or local map missing;

- Methodology missing or over marked;

- Inadequate or irrelevant theory;

- Aim or hypotheses missing or lacking depth/detail.

Data Presentation

This section required the ability to sort and present data using ICT. In most instances suitably presented and accurately marked. Some minor issues were noted relating to the use of appropriate graphical conventions and suitability of the graphical techniques used. Overall this section of the report presented very few instances where severity or leniency in the marking was noted across the samples moderated.

Analysis, Interpretation, Conclusions and Evaluation

The high control sections of the investigation presented limited issues during this series and were accurately marked overall. Patterns of severity or leniency have been communicated via Form TAC6 Centre Report if applicable.

Analysis

Candidates identified and presented patterns and relationships apparent in the data. Some minor leniency was identified in centres when candidates focused on patterns without factoring in relationships with other variables.

Interpretation

The application of the mark bands was accurate overall for this section. Teachers applied the criteria accurately to the responses that explained the patterns and relationships with links to theory and evidence. Some issues arose when responses omitted theoretical or evidential links. The application of marks for quality of written communication was accurately applied in most instances.

Conclusions

Most candidates attempted this section and teachers applied differentiated marks based on the response. In all but a small minority of cases centres accurately applied the band criteria.

Evaluation

This section was marked accurately overall with most candidates evaluating methods and conclusions with suggested improvements. Some leniency occurred in a minority of centres due to a focus on strengths and weaknesses in general without focusing specifically on the methods and conclusions.

Administrative Procedures

Administrative procedures were accurately followed overall.

Conclusion

On the eve of transition, it is pleasing to report the Controlled Assessment presented the least issues since its introduction. On behalf of the moderating team we would like to thank you for

your continued support and application to the promotion of GCSE Geography and its fieldwork over the years. We would also like to thank the moderating teams for their diligent application to the moderation process. It has been a pleasure. Many thanks.

Finally, further information and updates can be obtained via the CCEA website at: www.ccea.org.uk/geography or by contacting Margaret McMullan the Principal Officer for Geography.

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