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# GEOGRAPHY

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**Papers 0460/01 and 0460/02**  
**Papers 1 and 2**

## General comments

Candidate numbers increased this year by approximately 7% for Paper 2 with Paper 1 entry staying virtually unchanged.

The overall performance improved. Answers often combined more detail than previously. More extended writing with greater coherence was evident, especially in Paper 2. The range of marks scored indicated that many questions contained sections that were good discriminators of ability but a few candidates failed to gain a basic threshold on the paper for which they were entered. Examiners noted that the majority of candidates were correctly entered for the appropriate paper but there was still evidence that a significant number of candidates were entered for the Extended Paper 2 rather than Core Paper 1 and, as a result, produced very inadequate answers, often achieving a script total of less than 10 marks.

The responses to all questions were fairly evenly matched but answers dealing with Theme 2 Natural Environment were marginally weaker than those written for Theme 1 Population and Settlement and Theme 3 Economic Development and Use of Resources.

Rubric errors were not common but there were still a significant number of scripts that included answers to all six questions rather than the three required by the rubric. These errors were concentrated in particular Centres. As is usual in such cases, the candidates scored poorly as they were unable to spend sufficient time on each question.

Examiners commented on the good use made of source material. There was no evidence of shortage of time. Examiners noted a disappointing increase in the number of very untidy, badly presented and almost illegible scripts. Again, these were concentrated in particular Centres where inadequate attention seems to be paid to advising candidates of the importance of clear, clean writing, of appropriate ways of crossing out unwanted material, of securely attaching inserts to scripts and of clearly stating the correct candidate number as given on the Attendance Sheet. It is essential that all scripts have a blank margin on the right hand side to allow Examiners to record sub-marks clearly. It is also helpful if a space is left between questions and also between question subsections. Where answer books are not used, candidates need to ensure that script pages are arranged in the correct order and that pages are tied together in such a way that scripts can be opened easily.

## Comments on specific questions

### *Paper 1*

#### **Question 1**

Answers to **(a)(i)** and **(ii)** were accurate and the majority of candidates recognised that the reason for the greatest growth rate was the difference between a high birth rate and a low death rate for **(iii)**. Part **(iv)** was not well answered in that few managed to place label Y at one of the two positions where death rate was higher than birth rate, which only occurred in Stage 1. With inaccurate location of Y, reasons for its position were incorrect.

Parts **(b)(i)** and **(ii)** covered topics that were well known and understood producing detailed answers that scored maximum marks. In **(iii)**, some misinterpretation occurred so that descriptions were written rather than explanations. Improvements in housing conditions, education, hygiene and diet were often ignored and answers concentrated almost entirely on improved medical facilities. For **(iv)**, a significant number of candidates thought that the problem related to over-population rather than under-population. Where the theme was correctly identified, answers were satisfactory or better.

**Question 2**

All parts of section **(a)** were accurately answered, but a definition that stated simply 'urban population is people living in urban areas' was not acceptable. Most answers for **(b)(i)** concentrated on push/pull factors but ignored the effect that continued high birth rate might have. Candidates did not always look carefully at Photograph A to describe what was actually shown. Many answers included theory about squatter settlements in general and wrote about features that were not evident in the photograph. Part **(iii)** dealt with another well-understood topic and where features were accurately recognised, explanations of problems to both residents and the local environment were well explained.

**Question 3**

Answers to parts **(a)(i)** to **(iv)** were satisfactory but Examiners commented that the names of areas were often too general e.g., 'North and South America' and 'Europe' rather than 'west coast of North America', 'west coast of South America', 'southern Europe'. Many accounts in **(v)** ignored much of the information included in the resource, but did recognise the importance of strength and the presence of many cities affected by the higher magnitudes. Following on in **(vi)**, most explanations concentrated on strength and population density, although acceptable references were made to time of day, type of buildings and availability or not of emergency services. In **(b)**, description of lava types proved the most difficult part and properties were often confused. Finally in **(c)**, many answers ignored the problems caused by fold mountains and, where attempted, answers rarely contained more than one idea. Problems associated with volcanic activity were usually well explained.

**Question 4**

The least popular question. Many confused the barometer with a seismograph so that explanations were inaccurate. When correctly identified, explanations were reasonable but the workings of the vacuum cylinder were often not included. Candidates experienced no problems with all parts of **(b)**, particularly as only two points were required in **(iii)**. For **(c)**, knowledge of oasis formation appeared to be very limited. Many diagrams drawn simply showed trees surrounding a pool of water but were left unlabelled, confirming the lack of knowledge. Where exfoliation was correctly identified, **(d)** scored maximum marks fairly easily.

**Question 5**

All parts of this question were adequately answered, but in **(iv)**, responses were often limited to 'two crops a year', suggesting an inadequate analysis of the resource. The interpretation of the newspaper extract was generally good but candidates found difficulty with **(iii)**, where ideas were extremely limited.

**Question 6**

The percentage of tertiary industry was often inaccurately stated and outside the acceptable limits of 62-63%. Few dealt adequately with the requirements of **(a)(ii)** and **(iv)**. The use of comparative terms was very limited in **(iii)**; 'large' does not necessarily mean 'larger' and 'small' not necessarily 'fewer' or 'less'. Examples of tertiary sector occupations were good but the definition was not always given. Confusion over what a 'high-tech' industry was caused severe problems with **(b)**. Locations were not given and references to factors were either vague or irrelevant. In the syllabus, the motor vehicle industry is separate and distinct from high-tech. Having had problems with **(a)**, candidates redeemed themselves by writing excellent answers to **(c)**. All parts were well done with the causes of, and the measures to, reduce global warming well understood. However, a significant number of candidates associated the rise in temperatures responsible for global warming with the hole in the ozone layer and produced unbalanced and inaccurate answers.

*Paper 2***Question 1**

The most popular question. Maximum marks were often gained in **(a)(i)** and **(ii)**. However, description of shape required more than just 'high' and 'low'. Some misconceptions were apparent, such as 'fluctuating birth rate in Stage 1' and 'both birth rate and death rate are constant in Stage 4'. In **(iii)**, many candidates thought that total population would decline, rather than suggesting that it would still increase but that the rate of increase would slow down. Reasons sought were the relationship between birth rate and death rate when both become almost the same. Some confusion arose in **(b)(ii)** over identifying the problems associated with limited population growth and details of overpopulation were occasionally written. Answers were very sketchy and limited in ideas in **(iii)**. Few mentioned industrialisation or lack of it as an explanation or potential difficulties of lowering birth rate.

## Question 2

Interpretation of tables continues to be a good discriminator. Calculated statistics needed to be used to identify the 'trends' required by the question. Simple repetition of statistics provided failed to identify the trends effectively. Where calculated figures were used, marks were readily obtained. Excellent use was made of the photograph to produce well-written answers. However, some candidates wrote from memory rather than from observation and too much emphasis was often placed on what the photograph actually did not show. The rapid growth of squatter settlements in **(b)(ii)** was usually related to push/pull factors but some candidates quoted from case studies or from examples in their own countries to include details of lack of jobs, poverty and cheapness to build to develop the theme. Most answers showed good knowledge of the problems experienced by squatters but the effect on the surrounding area was often not well explained, with no real distinction made between the two elements of the question.

## Question 3

Description of the distribution of the named features tended to lack precision, good answers needing to show the worldwide dimension illustrated in the diagram. Most explanations of distribution were good enough to score maximum marks. The formation of fold mountains in **(b)(i)** was not well explained and many struggled to mention more than converging plates/subduction. Accumulation of sediments prior to folding was rarely included. The information provided about the Gujarat earthquake could have been used better but many answers included relevant details such as strength, duration, timing, population density, building construction and location in developed/developing country. Information about different lava types was often omitted, and the relationship between lava types and cone shapes was not well known. Some extremely good answers were written for **(b)(iv)**, with much detail of opportunities and problems. It was very pleasing to see that candidates living in volcanic areas included local references to produce interesting and excellent answers.

## Question 4

The least popular question. Few candidates were able to state the four factors influencing climate, and many simply gave elements of weather such as 'temperature' and 'rainfall'. Because of the inaccurate response to **(a)**, answers to **(b)(ii)** were poor showing little understanding and even less reasoning. Most definitions of 'wind abrasion' and 'wind deflation' were accurate. Pedestal/mushroom rocks were better explained than oases. A popular assumption was that an oasis was filled by rainwater direct. Where exfoliation was recognised, answers were detailed and well explained. A common misinterpretation of the diagram was that it illustrated 'freeze/thaw'. A few thought that 'wind action' was the weathering process involved.

## Question 5

Part **(a)(i)** was poorly answered with little evidence of much knowledge of traditional farming processes, but reasons for their retention were well explained. Information on the diagram could have been better used to provide something more than just 'double cropping'. Most answers gave full details of measures involved in the Green Revolution. Information about HYVs was well developed and many responses included details of local improvement schemes. Interpretation of the newspaper extract was good although there was occasional confusion as to whether sufficient food was produced or not. Explanations of food shortages often included local details to good effect.

## Question 6

Few candidates seemed to know exactly what constituted a 'high-tech' industry. A popular choice was the motor vehicle industry which, in the syllabus, is clearly stated to be a discrete and separate entity. Correctly identified sample studies drawn from the M4 corridor in UK, Silicon Valley in California and computer components in South Wales allowed answers to score freely. Many candidates omitted part **(a)** completely. Other answers gave information about industry in general and had little relevance to 'high-tech'. The majority of answers to **(b)(i)** were well written and included excellent detail. Good use was made of the data provided. In **(ii)**, responses varied from generalised comments to specific detail. Too much material was written about the hole in the ozone layer suggesting that this was the only cause of global warming. Details of potential climate change were vague. Measures to reduce global warming included statements such as 'reduce carbon dioxide emissions' without any explanation as to how this might be achieved. Some candidates thought that 'getting rid of greenhouses' was an effective solution. Many answers scored maximum credit for explaining the difficulties of achieving effective reduction measures with ideas ranging from lack of international co-operation to the power of vested interests to indifference/ignorance of the importance of the problem.

<p><b>Paper 0460/03</b></p>
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<p><b>Paper 3</b></p>
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### General comments

The November 2003 paper discriminated well between candidates of different abilities. The overall standard was very pleasing and the improvement shown in earlier November papers continued in this test of the candidates' geographical ability, skills and knowledge. The work of some ten percent of the entry was excellent as candidates gained over seventy percent of the marks available. However, there were still a substantial number of candidates who found the examination difficult and were only able to score thirty percent or less of the marks available. The candidates who achieved the highest marks made good use of technical terms, possessed a wide ranging knowledge and were able to apply their geographical skills accurately. Less able candidates were prone to use vague terms such as 'transport routes' rather than referring to a railway or road junction and misunderstood some of the vocabulary used in the questions e.g. recreation, conservation, physical features and distribution.

The standard of English skills varied widely and, unfortunately, illegible handwriting was a frequent problem this year. Only a small minority of candidates failed to complete the paper.

### Comments on specific questions

#### **Question 1**

Part **(a)(i)** was answered well. Most candidates identified the golf course and the sports field whilst a minority noted the club and the rifle range. In **(a)(ii)** both dams and reservoirs were given as well as the common incorrect response, sewage ponds. The response to **(b)** was excellent as it evoked the correct answers wide, tarred road, south west and an accurate measurement of road distance. In **(c)** a few candidates suggested the R Mazowe or the R Murowodzi instead of the R Mwenji in **(i)**, and 'footbridge' was stated correctly in **(ii)**. In part **(iii)**, however, the majority thought that the railway was kept level by an embankment rather than a cutting whilst less able candidates lifted all the railway features from the key. Very few candidates scored full marks in **(d)**. The flat land, railway and cultivation were often commented upon, but the road junction, bridge point and water supply were usually, ignored. In **(e)(i)** good answers referred to meanders, rapids, braiding and the flow direction to the, northeast. Yet, as in previous years, a large number of candidates wrote about either human features such as bridges or the geography of the surrounding area and, as a result, gained no credit. In part **(e)(ii)** most candidates noted that the land was mountainous and had steep slopes. Others were able to identify the highest point and commented accurately on the drainage pattern. Too many candidates, however, digressed into comments on the human geography of the area.

#### **Question 2**

The answers to **Question 2** were clearly well known in some Centres. However, not all candidates were familiar with the features and contents of the Stevenson Screen; most recognised the rain gauge and the anemometer, in **(a)**, although a significant number thought that the latter was a wind vane. There was further confusion in some responses as the hygrometer was misnamed the hydrometer and the wet and dry bulb thermometer was thought to be two instruments rather than one. Some candidates misinterpreted **(b)(iii)** and described the features of the photograph rather than the features of the Stevenson Screen. Further errors appeared in answers when candidates failed to follow the instruction to 'use information from the photograph only' and quoted features such as double boarding roof and raised off the ground when the former could not be seen and the method by which it was raised off the ground was not stated. Unnecessary reasons for the features were often quoted.

#### **Question 3**

In **(a)** many candidates gave the correct definition of birth rate minus death rate. A minority divided the birth rate by the death rate or gave a definition for overall population increase. In part **(b)** almost all candidates identified Poland correctly, but part **(c)(i)** caused problems for some candidates, as China, Brazil and Mexico were sometimes included in developed countries. Pakistan was plotted correctly on the graph and part **(d)** was well answered with the majority of candidates correctly interpreting the negative relationship shown.

**Question 4**

In part (a) most candidates completed the divided bar successfully. Some weaker candidates confused the primary and tertiary categories and this was reflected in their inappropriate shading. Significantly, it was these candidates who were most likely to fail to identify country B as the developing country in (c). For the majority the calculation in (b) was a simple one. However, some mistakenly read off the figure of sixty-five percent (primary industry) from the graph for country B and therefore arrived at five percent as the difference.

**Question 5**

In part (a) the majority of candidates scored two marks for plotting the age patterns correctly on the graphs provided and gave a correct percentage in part (b). There were many good answers to part (c) which gained maximum reward as candidates compared the two areas in detail referring to those which were owner occupied, without a bath and inside WC and those without cars. Candidates who lost marks in this section were those who described Area A in detail but failed to compare the features in Area B.

**Question 6**

This question resulted in the most disappointing answers. Only a very small number of candidates could name feature Z as a groyne and even fewer were able to suggest that the movement of sand dunes inland could be stopped by the planting of vegetation. Too many guessed their response, with most referring to the erection of wooden or stone barriers of some sort. In part (b) those candidates who correctly answered west were often unable to express clearly the correct evidence i.e. that sand was piled on the east of the groynes. Only a small number of candidates were able to recognise and name the spit in (c)(i). Many referred to a bar or a sand dune while others left the answer blank. Few scored the full four marks in (c)(ii) as answers concentrated on formation rather than description of its shape and appearance. Most responses managed to suggest that it was curved/hooked and included some reference to sand but it was the stronger candidates who suggested that it was long and narrow. There was little reference to it being attached to the land at one end.

**Question 7**

In part (a) some candidates were able to identify flooding as the reason for the seasonal nature of the road, but others referred to seasonal cultivation of the land or the holiday pattern of the schools along its route. The response to (b) was very mixed with many incorrect answers. Only a minority of candidates linked the school near Zgambo with the highest population/largest settlement. It is obvious that many candidates have a problem with scale on the type of map used in this question, as Rumpi was often referred to as a town or city. In part (c) many located the settlements on cultivated areas, near all weather roads and along seasonal roads but few commented on their absence in the hills.

<p><b>Paper 0460/05</b></p>
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<p><b>Alternative to Coursework</b></p>
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**General comments**

Examiners noted a general improvement in the ability of candidates to use the provided data in both questions of this paper. The command word to *describe* the pattern shown by the data is a key skill which all candidates should be trained to complete in preparation for this paper. The ability to *compare* two sets of data is also an important skill and the higher level task of *explanation* is needed to score the maximum available marks. Here the candidate is required to show their geographical understanding of the topic. Candidates should be encouraged to use the data to a greater extent to support their statements of description and explanation especially when this is a specific requirement to do so. Many candidates did not secure the full marks or limited the extent of marks because these command words were not heeded.

**Comments on specific questions****Question 1**

- (a)(i) The student's observations of the two shopping centres were correctly evaluated by many candidates as being subjective, not quantitative, only of a small sample area and only during a specific time. These factors would contribute to the observations being considered misleading or not representative of the shopping areas. An awareness of the possible bias in these observations should help all the candidates to be critical of the data collected during investigations.
- (ii) The classification of goods is referred to in the student's observations of the shopping centres. The majority of candidates demonstrated a sound grasp of the terminology of high and low order goods and showed this by commenting on the different distance that shoppers are prepared to travel, the different cost or the frequency of purchasing the goods and the better responses supported this with examples to gain the two available marks. A familiar misconception was the link to demand or quality which confused the answer.
- (b) The pictograph was completed well by most candidates. The key to success was the correct number of symbols and this was accurately calculated by the majority of candidates.
- (c) The patterns contained in the questionnaire responses on Table 1 were generally identified well and Examiners observed an improvement in the standard of description. The majority of candidates recognised that the shoppers who visited centre A lived further away from the centre, went shopping less frequently, travelled more by car and bought a greater amount of high order goods than shoppers to centre B. The candidates needed to link the differences in the shopping habits of centre A with those of centre B to secure the marks i.e. if just the data was quoted then the marks could not be awarded. The most successful candidates organised their answers in a logical question-by-question approach and followed up the description of the differences with a geographical comment to explain the pattern.
- (d)(i) Examiners were generally impressed with the ability of the candidates to devise an additional question for the questionnaire (e.g. "How long have you spent shopping?") and construct possible options in a layout style to gain the three marks.
- (ii) Many candidates suggested that the shoppers stayed longer in shopping centre A than B and although a comparison was not required, this did show some understanding and was given credit. The explanations of their decision generally linked to both the distance travelled and the frequency of visits with some further comments concerning the large number and variety of shops, the need to 'browse' and the price of the goods purchased.
- (e)(i)(ii) Age and gender can be a sensitive issue and so the candidates were requested in the investigation to make their own observations rather than ask the shoppers although the information is important so that the students can link the age and gender to their results when trying to identify patterns during the analysis stage. Many candidates successfully scored the second mark although there were far fewer positive responses to the first section.
- (iii) When the candidates described the shoppers in centres A and B, there was not a requirement to compare the two sets of data and this often confused the written answer and the pattern that shoppers in A tended to be aged 31 – 60 years and B had a more even spread of ages was unclear. Most candidates obtained the mark for gender differences of the two shopping areas.
- (iv) The response to this evaluative question was disappointing. The results of the ages and gender of the shoppers during the survey may not be representative due to the time of day, student bias, day of week or the size of the sample, but many candidates made a limited attempt at the question.

**Question 2**

- (a) The tally system for recording is now well understood by candidates and this was demonstrated by comments on speed, ease and simplicity; however it should be noted that accuracy was not accepted as an advantage because the accuracy always depends upon the accuracy of the students counting.
- (b) The understanding of callipers varied greatly between Centres but many candidates described the placing of the pebble between the callipers, the holding of the pebble tightly by the callipers and the measuring of the distance between the ends of the callipers using a rule to gain the three marks.

- (c) The majority of the candidates coped well with the demands of this task and completed the proportional bar graph appropriately by shading the areas into the different sizes of pebbles. The correct order of sections should follow the pattern set by the other bars and is to help in the comparison and identification of the pattern required elsewhere in the question.
- (d) It is essential that the candidates show their knowledge and understanding of geographical concepts in this paper. It was disappointing to note the vagueness of many responses to this question. Although the more able candidates used appropriate terminology, it was rare to see mention of abrasion, attrition or transportation methods as the pebbles were moved down the wadi due to the force of the flood waters and hence changed in size and shape.
- (e)(i) Again the completion of the graphs tended to score maximum marks for many candidates. A few candidates failed to gain marks by ignoring the style of the bar graphs or completing the angularity inaccurately.
- (ii) This question also required very specific geographical understanding about weathering. The more able candidates described in detail the process of exfoliation or freeze thaw weathering but generally there was a disappointingly vague response with much confusion between the processes of weathering and erosion.
- (f) Examiners needed to identify a decision made by the candidates that the hypothesis was correct and the candidates then needed to refer to sites W and Z with specific details and data to support this decision.

It was heartening to note the improvements to this type of task with the majority of candidates recognising the pattern that the pebbles became smaller and rounder in shape with distance down the wadi. However many marks were restricted to three due to the lack of data evidence quoted by candidates. Candidates must always heed the command words to use evidence from the given results.

- (g) This final question was generally poorly answered even by the more able candidates. There seemed to be little understanding of the basic differences between random and systematic sampling or the effects that a larger sample may have on the results. This is an essential component of coursework and hence should be taught in preparation for this paper.