

# ResultsPlus

## Examiners' Report January 2010

### GCE Geography 6GE04

**ResultsPlus**  
look forward to better exam results  
[www.resultsplus.org.uk](http://www.resultsplus.org.uk)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com). If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to our subject specialist at Edexcel Jonathan Wolton on our dedicated Geography telephone line: 020 7190 4165.



ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.
- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.
- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.
- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit

<http://resultsplus.edexcel.org.uk/home>

January 2010

Publications Code UA022820

All the material in this publication is copyright

© Edexcel Ltd 2010

## New GCE 6GEO4 Geographical Research

### General Comments:

The first sitting of this unit mirrors the new Edexcel specification as a whole: plenty of brand new topical content with the new option of the World of Cultural Diversity; re-branded topics like Life on the Margins and Consuming the Rural Landscape, yet also the choice of more classic elements of the Curriculum 200A Level: Tectonic Activity and hazards and Cold Environments

The enthusiasm with which the new specification is being met by both staff and students permeated the responses to the exam. However, it is clear which candidates had teachers in centres who had read the information on the **website**, attended training sessions and cascaded this to their students accordingly.

Overall, many centres and students are not taking the opportunities that this module offers them to carry out true **individual geographical investigation**. The very name of this module, Geographical Research, is designed to build on the independent skills started in Unit 2 Geographical Investigations. There were often clear **synoptic** references to people or players and their respective power, whilst not forgetting the all important geographical component of place.

Whilst **fieldwork** is not expected it was obvious some centres had undertaken trips from farms and even Marks and Spencer's to investigate foodmiles and ecofootprints for Option 3, glaciated uplands for Option 2 to National and Country Parks and NNRs for Option 6. A minority had even ventured abroad, although all were often reticent in really using the data they had collected, and need encouragement to quote details proving their work.

Although only the first A2 year, there was already evidence of **integration between AS and A2 work**: such as the use of the shrinking world concept from AS Unit 1 in Options 4 and 6, rebranding the countryside in Consuming the rural landscape of Option 6, and the challenges facing multiple hazard zones from Unit 1 in Tectonic Activity and hazards. Other opportunities present themselves for example: Option 5 Pollution and Human Health from megacity work at AS.

There did not seem to be an issue with **timing**, as most candidates were able to complete their reports in the 90 minutes allocated for this exam, although some spent too long introducing and ended up with rushed concluding statements. **Ongoing evaluation**, however, was a strong feature in many responses which boosted final marks. A few candidates wasted time on drawing vague world maps or copying their rough plan into a best version. There was plenty of room in the main exam booklet for most candidates, and it is worth reiterating the need for a black pen and no colours or extra sheets to be used if possible.

The **pre release phase** gave ample time for fine tuning of information and concepts and timed practice exams on specific aspects of the syllabus, and most students seemed to have done some preparation on this before the exam. With Option 2 in particular, the pre release tried to narrow the focus down to core glacial processes, and candidates attempting these and periglacial and fluvioglacial often did not finish or rushed their evaluation. Those sticking to a pre learnt rigid frame work did not fare so well, similarly those who waded through descriptive commentaries of case studies.

**Major clues** to the actual exam question are embedded in the pre release 'explore' and 'research' paragraphs, and so it is imperative candidates are conversant with the terms used. For example the commonly used term in Geography A Level: *challenge* ( used in Q1 and 6) was actually not so well interpreted by many candidates, who simply transposed the word 'impact'. However, it was evident that most candidates had been engaged in some thorough research, although some centres had taught a limited range of case studies and concepts which were duly used in all responses from that centre. Those choosing a wider variety of smaller **extended examples** fared best, since they were more **flexible** in adapting information to the precise title given.

With all questions a **conceptual framework** provided a much more successful outcome, than a case study by case study framework. Practice on conceptual frameworks is to be recommended, as is more thought to the range of economic groupings and development now apparent globally: the traditional outdated simple MEDC-LEDC split was still too obvious in many candidates work in Options 1,4,5 and 6. The importance of **planning** needs stressing: those candidates who spent 5 or 10 minutes planning, invariably produced better quality responses.

Taken from Pre release Advice

- You are expected to write a report style essay with clear sections and referencing.
- You are advised to use the first page of the answer space on page 3 to plan your answer

The **product** required for this exam is an **essay style report** written in 1 1/5 hours. Many candidates showed a sophisticated ease in using report sections, with properly referenced material, integrated diagrams and figures referred to in their prose sections and a good level of evaluative commentary. They showed structure and linkage between numbered sections, and an obvious knowledge of the **generic mark scheme: DRACQ**.

Although the pre release statement clearly states that this type of approach is required, and the mark scheme reflects this, students *this series* were not precluded from reaching top marks for QWC just because they wrote a traditional style essay or an essay with a few false headings. However, they would not have reached maximum marks if they had a lack of referenced material. Some candidates wrote an *extreme form* of report, with so many mini headings it produced rather a disjointed end product. Conversely, others wrote an essay, went back and added a few headings. Practice is needed to ensure a balanced flow of ideas, with perhaps **linking statements** between the sections. Some students posed questions for each section, which worked well so long as they did not take them off at a tangent from the title.

Particularly gratifying was the overtaking of Wikipedia as one of the **resources used** by more authoritative and potentially more reputable sources such as the Geographical review, Geofiles, the Economist, New Scientist, USGS, the W.H.O,BAS,DEFRA and UNESCO as well as the basic textbooks. The use of virtual fieldwork sites for glaciation and blogs for Option 4 cultural diversity were popular. These two options generated most traditional **book based research**, often with well selected quotes, which is to be encouraged for ALL options. Recent media coverage on food security and tectonics was also very popular, although often to the detriment of a more balanced range of resource sources. NB there are many books now online! You tube was frequently quoted- but rarely the organisation which had posted the video.

Although many centres use core case studies, especially for Option 1, it was encouraging to see students apparently choosing and resourcing their own ,whilst being aware of potential bias, as evidenced in their **methodology** section of their introduction. As for **sourcing /referencing**: footnoting and direct referencing as the report progressed gained more marks than a vague bibliography list tacked on to the end, unless this was numbered and referred to specific sections of the report. Vague references to college intranets or 'my geography textbook' need practice to head towards a more Harvard style referencing.

The **introductory section** includes the **planning page**, and most candidates took advantage of the labelled page for this. Often examiners were able to look at the plan page and boost the marks of a mediocre introduction because there was evidence of a framework and methodology. The most successful work derived from forms of spider diagrams, possibly because these require analysis in their construction and allow multi-factoral aspects to be considered .The best introductions were those referring to the specific title, ie developing a **focus**, rather than endless glossary type lists of definitions. Detailed **interpretation** of

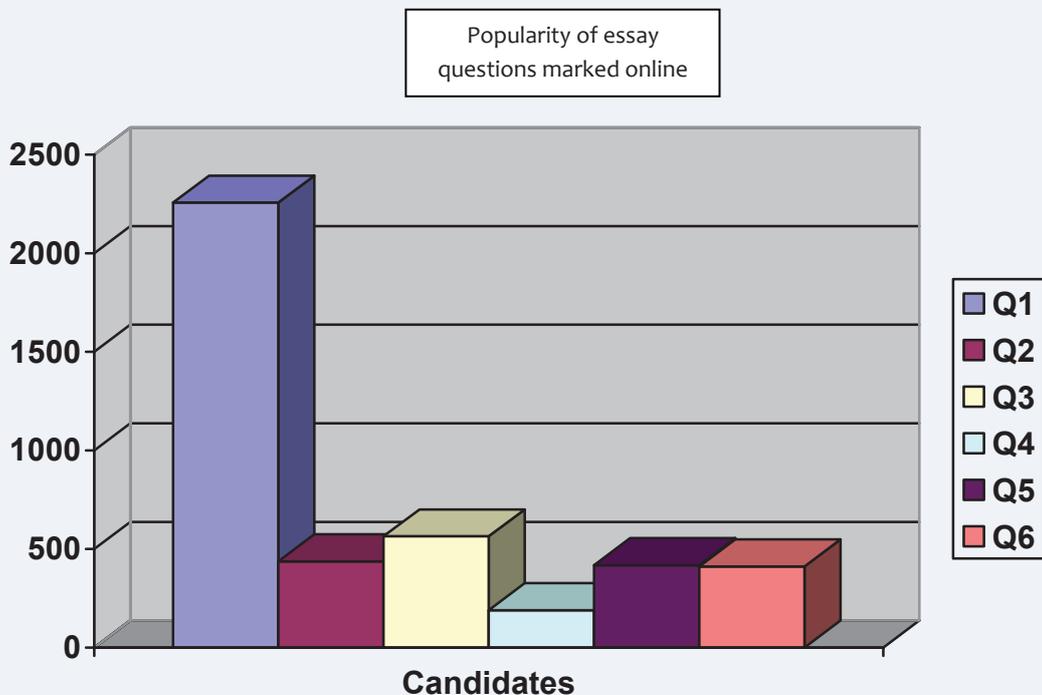
the question is essential, there was evidence that students had rushed in with pre conceived ideas on the title and missed out for example in Q2 'distinctive' processes and in Q6 'changing' recreation and leisure.

Marks are awarded for **evaluations or sub conclusions** as well as a summative end. A return to the main points and examples used in the report will ensure top marks. Those candidates setting up criteria at the start, for example on what a distinctive process is, what successful management is, what a challenge is etc and who then returned to these criteria fared best. Those showing the **complexity of the title** either in sub evaluations or final conclusion scored highly.

**Diagrams and sketchmaps** were often well produced in Options 1, 2, 5 and 6, with some candidates managing to call each a Figure and refer to it in their prose section. The best obviously had properly labelled scales/axes /features and were big enough to see properly! Some students attempted the world outline map which is probably best to avoid given the timeframe available. However, many lacked full annotation, or even a title and were sub GCSE level, especially in Option2 Cold Environments.

**Models** were popular in most options, however, it is significant that many candidates would explain the models, eg Dreggs, Parks, Omran, Butler, etc but would not then apply it in their discussion of an issue/case study. This was a significant weakness.

There was some lack of rigour in the use of **subject specific terminology**; indeed some had minimal use at all with linked simple syntax. Higher level terminology is to be encouraged given this is an A2 exam. There was also a general lack of precision in the nomenclature of places; the U.S.A was America, and Africa seemingly considered to be a nation state. Lastly on **QWC**: writing in the first person 'In my exam I am going to talk about.....' is to be discouraged.



A summary of pointers used for awarding at the **critical boundaries** of A and E grades:

E grade	A grade
<ul style="list-style-type: none"> <li>○ Brief introduction, some definitions, may have a little discussion/focus and basic framework</li> <li>○ Some range in case studies/egs, mostly accurate details although not many, or will be a descriptive account.</li> <li>○ Has a few scattered referencing/sourcing or a list for a bibliography</li> <li>○ A decision is made by the end of the report essay as to meaning of title</li> <li>○ A conclusion, may be short and general, but supported by some ongoing evaluation within report essay.</li> <li>○ Scattered use of specialist terminology</li> <li>○ Satisfactorily written, some syntax errors.</li> <li>○ May be more essay based <b>this first series</b> than proper report style</li> </ul>	<ul style="list-style-type: none"> <li>○ Well focused introduction, clear discussion, definitions linked to title with case study justification</li> <li>○ Well selected research: range of case studies and examples used to support argument.</li> <li>○ Referencing/sourcing should feature throughout the answer</li> <li>○ Able to formulate arguments and maintain through essay report</li> <li>○ Effective conclusion linked back to main body &amp; on-going evaluation within essay report- shows complexity of the Q</li> <li>○ Well written, uses evaluative language and specialist terminology,</li> <li>○ May be topical, uses any models and diagrams effectively</li> <li>○ May be more essay based <b>this first series</b> than proper report style</li> </ul>

## Comments on individual questions

### Question 1 Option 1 Tectonic Activity and hazards

*'Tectonic activity poses varying degrees of challenge for the communities experiencing it'. Discuss.*

This was by far the most popular option and hence question, but there were fewer responses at the top end which really shone than with some of the other less popular options. Getting the correct framework was a major key to success: for example the use of the management cycle was better than the commonly used simple MEDC/LEDC split or sweeping generalisations based on 3 detailed case studies on volcanoes, earthquakes and tsunamis.



**ResultsPlus**  
Examiner Tip

Planning is critical to the whole report. This plan shows the decision on timings in the hour and a half available, and the thought process used by the candidate: a recall of case studies/examples then reordering into a conceptual framework. Note the ticks after completion-ie the plan was used effectively.

In the introduction, most candidates were able to define tectonic activity, with varying degrees of accuracy, and some effectively linked challenges to different tectonic settings, however relatively few candidates really defined challenges and communities properly despite obvious clues in the pre-release. There were vague references to for example "the residents of San Francisco". Those that did define challenge mostly saw it as exclusively negative and substituted the idea of impacts, which was only partially successful in this question.

1:32 1:37 - Plan - 1:47 Intro - 2:55 Main  
 conclusion.

**Tectonic activity** poses varying degrees of **challenges** for communities experiencing it. Discuss

Intro

key words - tectonic activity, challenges ✓  
 rephrase Q - ✓  
 Case study - Tajikistan - mountains ✓  
 - Izmit - no experience / past events ✓  
 - Haiti - little infrastructure ✓  
 - Mt Pinatubo - food resources long term ?

Social	environmental
- Migration - Mankwaka ✓	- Mt Pinatubo - food supplies
- Looking - Haiti ✓	vs Mt St Helens
economical - Kobe ✓	
price - Kobe <sup>looks more</sup> <sub>Izmit</sub> <sup>port</sup> ✓	recovery quicker



This introduction reached the top level of the mark scheme because it shows a clear focus, accurate definitions which are referenced and a framework which is justified.

1.0. Introduction

The key to this report will be focusing on what the actual challenges are that pose threats to communities but most importantly how they pose threats. The report will also look at how these challenges are dealt with before, during and after tectonic activity. The UNISDR define tectonic activity as 'potentially damaging geophysical effect events'. Challenges <sup>in this context</sup> ~~the most~~ ~~per~~

~~by vulnerability~~ can be defined as 'the large scale problems posed by tectonic activity that requires solutions'. Finally when referring to communities we are talking about groups of people living in the same locality and under the same government.

1.1 Vulnerability ~~can~~ can be defined as 'the ability of communities to deal with high risk situations. This is very important as when the vulnerability of a population is considered with a tectonic event the result is a tectonic hazard. This is represented below in the rule equation:

Fig 1 Risk = Hazard (Type, Freq, Mag) x Vulnerability  
 and also as Capacity to cope  
 and also as Geography

The report will aim to show that the spatial distribution of communities affects the vulnerability of them. Furthermore the greater the vulnerability to more susceptible the community will be to large and difficult challenges.

1.2 This report will make use of a wide range of contrasting case studies. The 1991 Pinatubo volcano <sup>as this shows challenges put to the surrounding</sup> caption will be used ~~as this shows challenges put to the surrounding~~

~~The~~ The recent Haiti earthquake devastation will be used as well as the Kobe 1995 earthquake. Finally the 1993 Okushiri tsunami will be used <sup>along with</sup> ~~as well as~~ the 2011 Boxing Day Tsunami. These case studies of previous tectonic hazards have been chosen because of their contrast in vulnerability and therefore challenges. This report will take into consideration the differences in magnitude and frequency of the events as there are major factors that will have impacted on the socio-economic impacts on communities.

A significant number of candidates used Dreggs model in the introduction, and some used Parks model here as well to provide a framework. Relatively few justified their choice of case studies.

Weaker answers centred on long descriptions of, for example, Richter and Mercalli scales, and did not have the time to develop the question set and evaluate their prepared case studies, focusing on impacts without explicitly linking these to challenges. In coming to conclusions, the vast majority concentrated on the basic MEDC/LEDC split. Some focussed too much on the physical processes of plate tectonics, with excellent diagrams, but if not related to challenge these could not be credited very much.



## ResultsPlus

### Examiner Tip

Unfortunately, a significant number of candidates continue to use, to the exclusion of other concepts, a simple MEDC /LEDC comparison of case studies. These typically made for unimpressive frequently descriptive and certainly conceptually weaker responses. If economic development is used as a conceptual framework, then ensure a fuller range from the *development spectrum* is considered, especially NICS and BRIC countries.

Better candidates explored the varying challenges created by distance from epicentres/plate boundaries, and the role of magnitude, frequency and vulnerability. They used a variety of conceptual frameworks; such as:

1. different types of challenge organised around social, economic, environmental and political dimensions
2. a framework based on the risk equation: this inevitably meant consideration of a much wider range of factors influencing vulnerability, including physical factors such as magnitude, frequency, lava type as well as socio-economic factors and mitigation and adaptive management.



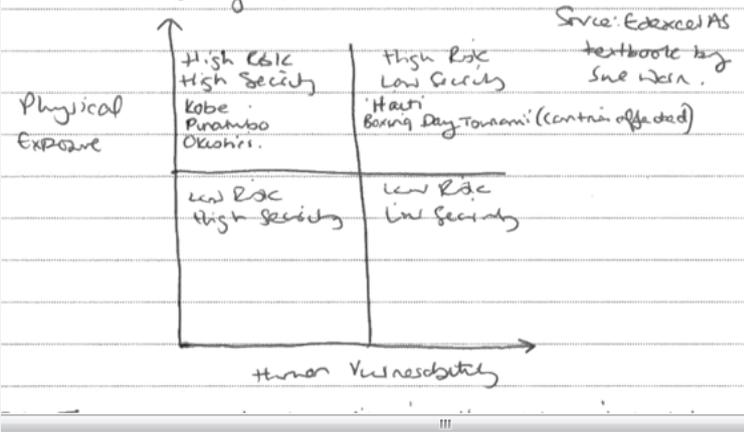
## ResultsPlus

### Examiner Comments

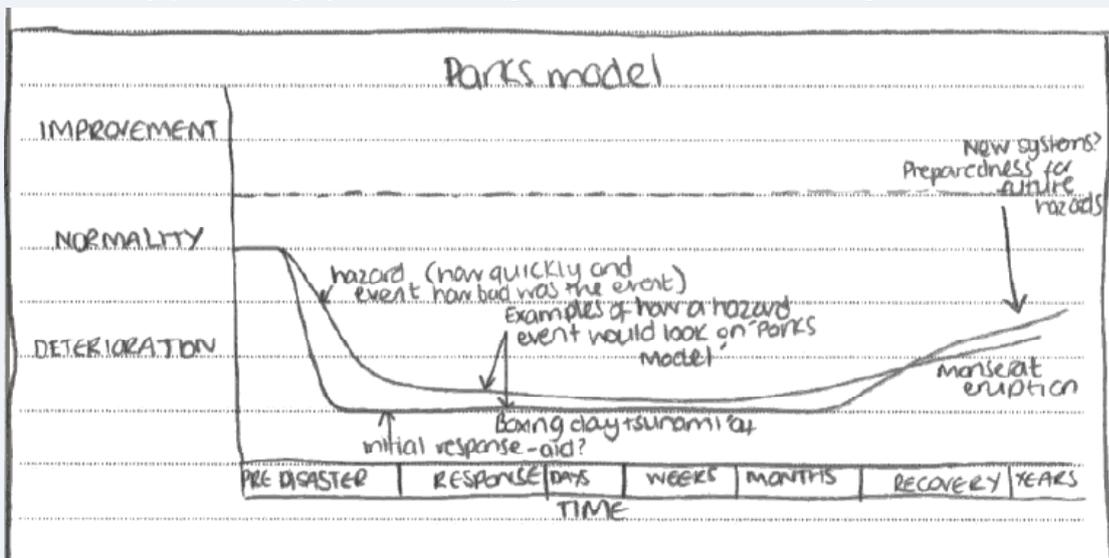
A simple diagram linking theory to the case studies chosen helps show **methodology** in terms of sampling and selection, and is a quick very visual tool to help interpretation.

3.10 The vulnerability quadrant is a very good diagrammatical representation of where different communities fit in terms of their level of risk to tectonic hazards and their vulnerability. The case studies used in this report have been drawn of the quadrant below.

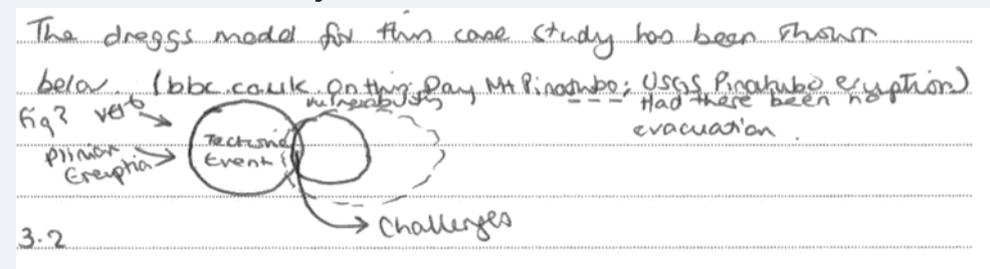
Fig 8 Vulnerability Quadrant.



- Many redrew Park's model for each study, or produced a summative version and compared the vulnerability of places in terms not only of the magnitude of the event, but also the length of the recovery phase. They split the challenges encountered before, during and after hazard events.



- Some went beyond the basic Dregg model in the introduction and varied the size of the venn circles to assess their case study:



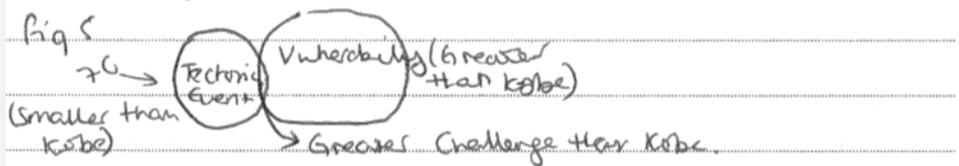


**ResultsPlus**

Examiner Comments

Diagrams do not have to be artistic or complex to make a point. These two models show not only an adaptation of a popular model to the specific facts in hand but focuses on the key aspect of this question: challenges. The candidate has mentioned sources, referred to the diagrams in the prose as a figure, and integrated them into the whole report.

It was than Kobe 9.5. The dreegs model for this quake has been shown below. (Info from Guardian Time newspaper and USGS.org).



3.6 fig shows that the vulnerability of the Haitians was greater than the communities of Kobe and therefore the challenge was greater. The main challenges of this quake were the complete lack of preparedness <sup>to</sup> tectonic hazards.

- 5. The physical characteristics of different types of tectonic activity, and factors of magnitude and frequency, type of eruption, geographical location, areal extent etc.

The most common **case studies** were: Mount St Helens, Mount Pinatubo (from AS world at Risk), Kobe, Nevada del Ruiz, California, Montserrat, Bam, Kashmir, the Asian Boxing Day tsunami and Sichuan with Yellowstone and Pompei used rather less effectively. However, it is pleasing to see some candidates using more unusual, individually researched examples from Korea and Japan and Iceland.

As for **topical examples**, many studies of the recent Haiti's earthquake had real merit. This is possible due to it happening during the research phase, so the media was viewed with some discrimination. Also, the event was reported in a way relevant to the pre release, focusing on the vulnerabilities of the Haitians as part of the appeal for aid. This also demonstrated a worldwide community scale. The internet as an easy source of factual data, of course came into its own with some assessment of bias inherent to some sources. There was a range, however, from good detail of the communities involved to vague place specific detail with varied spellings of Port au Prince!

**Conclusions and evaluations** were highly variable, with better candidates having both ongoing evaluations and thorough conclusions, where they returned to both case studies and models in summary; and weaker candidates just writing a simple paragraph with no reference to the material used in the report.

led to the death of 8300 (10x as many from the Loma Prieta earthquake) despite Japan being in the forefront of seismological technology. The magnitude of the earthquake was 6.9, ~~8.0~~ and the cost of damage was around \$5 billion, which came as a shock to Japanese officials. Therefore, it is not always how rich a country is that affects the amount of damaged caused for communities.



## ResultsPlus

### Examiner Comments

This sub conclusion shows the candidate understands the complexity of a classic case study; the 1995 Kobe earthquake.

A minority of candidates included a section on methodology; those that did showed that they had selectively sampled from a wide range of sources, from DVDs, to A level text books and websites such as the USGS. Most reports had some referencing, although the quality of this varied widely, from a list at the end, to footnotes and numbered bibliographies which scored higher marks.

SOURCES:

www.usgs.gov  
 A2 edexcel geography text book.  
 Video → 10 things you didn't know about volcanoes.  
 → 10 things you didn't know about earthquakes.  
 www.wikipedia.co.uk  
 ↳ Indonesia tsunami 2004.  
 ↳ Haiti 2010  
 www.BBC.co.uk



## ResultsPlus

### Examiner Tip

This bibliography is very basic both in terms of content and how it is used. The candidate should have used a wider range of sources, eg the USGS website, Disasters Emergency Committee website, some specialist core textbooks such as by Warn, Holmes, Bishop, Smith and then numbered the sources linking back to specific facts and quotes in the report.

## Question 2 Option 2 Cold environments – Landscapes and Change

*The variety of glacial landscapes results from distinctive processes. Discuss.*

Candidates came to this question bursting with feature knowledge of landforms, but often missed the bigger picture of glacial landscapes and the sheer scale of landforms produced by glacial processes. Choice of a **framework** was critical here for a successful answer, for example through sections on : relict versus present day landscapes, or erosional and depositional landscapes with the important role of repeated advances/ retreats. Many concentrated from the outset on solely the British Isles with the majority able to give a good range of both erosional and depositional features with good detail re occurrence. Snowdonia, the Lake District, the Yorkshire Dales, East Anglia, Northern Ireland all featured.

Better answers looked at current glacial landscapes, with detailed accounts of the features associated with named glaciers or ice sheets in New Zealand, Iceland and the European Alps. The main problem here was that good candidates had a lot of material so timing was a problem for them. Some candidates claimed they had been on fieldwork to Iceland but did not include and maps, diagrams or anything to prove the time and expense taken.

Weaker answers went for a list of features with little link between them – jumping globally around with case studies, often only naming processes, whilst middle range went for features within a located area.. Evaluation was usually conspicuous by its absence, except to say that one day Switzerland will look like Snowdonia.

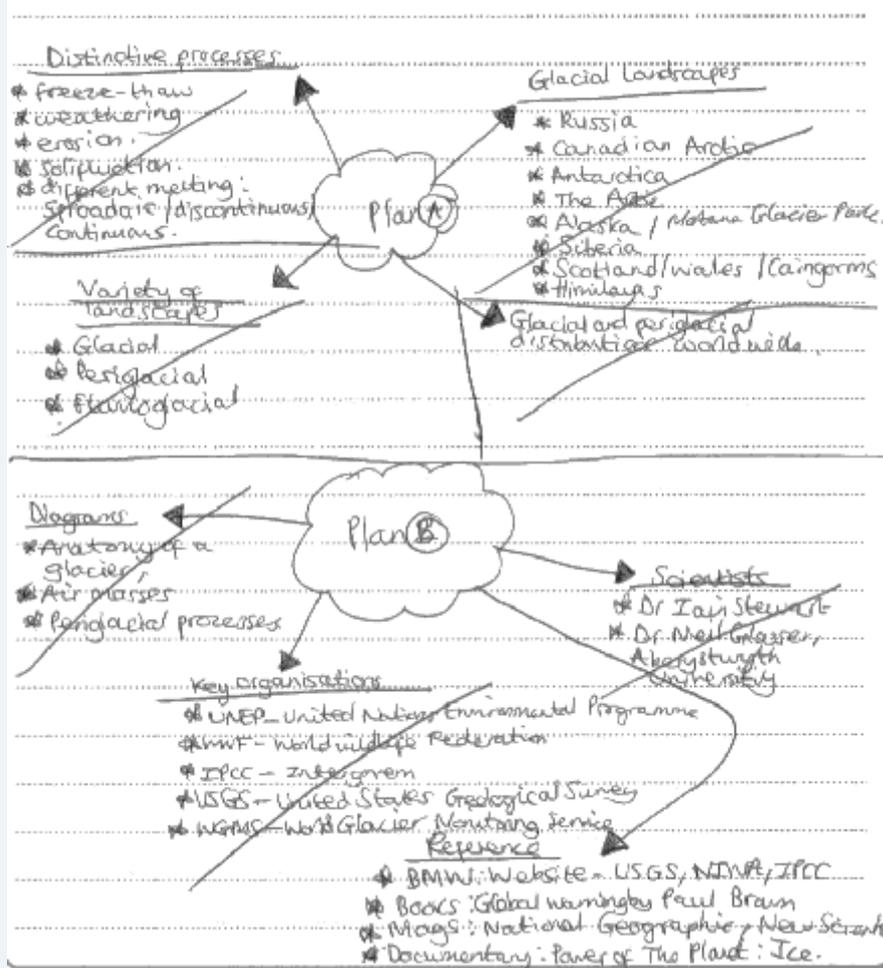
Even when planned, many responses were fragmented, with a range of unconnected ideas or data. Definitions were often weak, and some became less focused from the outset by lengthy accounts of global warming, detailed geological timelines, glacial budgets or climatic causes of glaciations .None of these gained marks unless linked to changing landscapes eg from readvances/retreats.

Another problem was a lack of true linkage to landscape as a whole with candidates focusing on individual often small scale landforms such as striations. There was also a certain amount of self penalisation in taking "glacial" to include the periglacial and fluvioglacial too.



This plan is a good working document; the candidate crossed out points as they were covered. A spider plan allows for flexibility in delivery and it also acted as an aide memoire for the main sources of information used.

You are advised to use this page to plan your answer and then begin your answer on page 4.



Better answers were structured as follows:

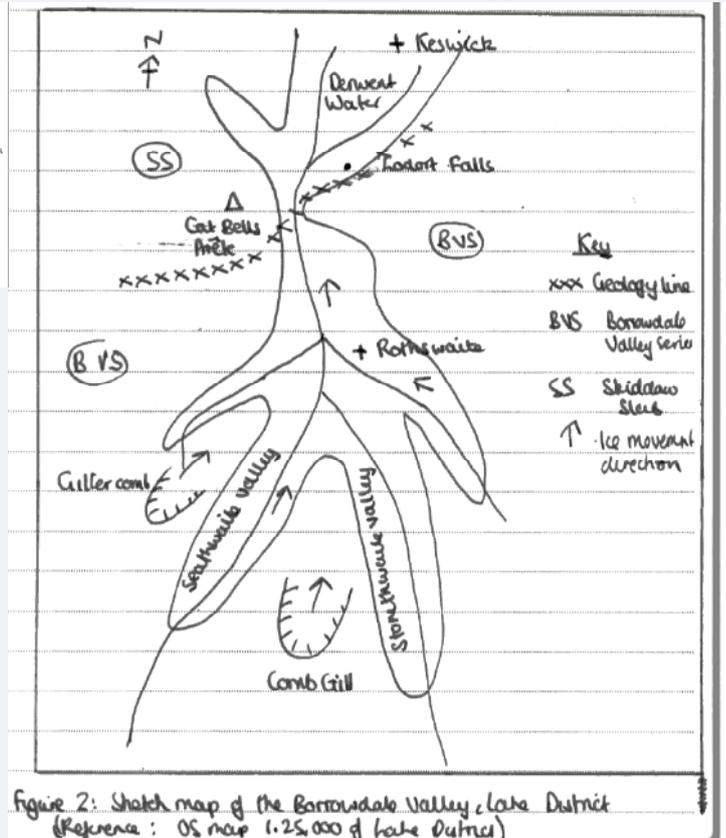
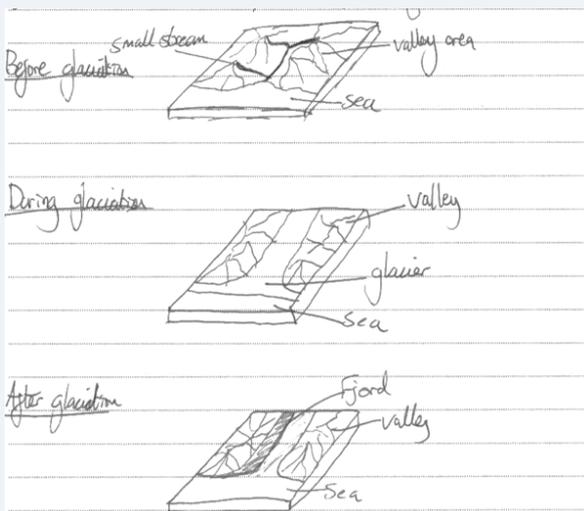
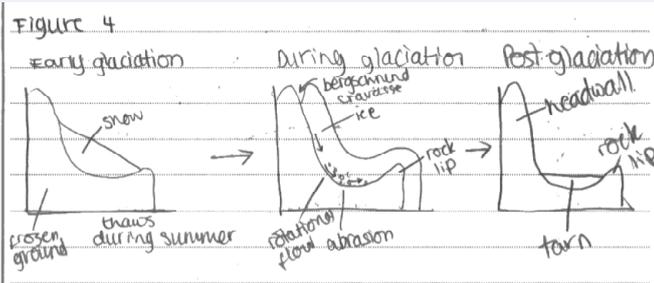
- By using upland and then lowland areas. Most touched on landscapes up to a point through dealing with corries/arêtes/pyramidal peaks in combination, and also troughs/hanging valleys/truncated spurs/ribbon lakes in juxtaposition. The better ones used the idea of how these features modify V shaped valleys and how/why only glaciers could be responsible. The often used generalised systems diagrams showing how mass and gravity result in huge energy inputs, focused on the unique character of plucking as a process, and highlighted unsorted material as a depositional output. Many did have sketch maps of the outwash plains or zones of retreat for named glaciers or ice sheets. Moraines, eskers, drumlins, kettle holes, erratic, braiding all made their appearance, and there were some good studies drawn from websites like the research organisation: British Society for Geomorphology, the amazing photographic and factual resource of <http://www.swisseduc.ch/glaciers/> some school based websites like Fettes College, as well as traditional textbooks. Some ventured into the concept of equifinality successfully.
- A consideration of much of the U.K ( often with an annotated sketch map ) as a relict landscape of a Pleistocene glaciation similar then to Alpine areas now, with some elaboration of this idea such as how eg the Matterhorn now is similar to Snowden. The best reports took a landscape e.g. the Lake District and then linked the distinctive processes that created it to its landforms. Centres did make excellent use of diagrams in this section and it was good to see what a firm grasp on glacial processes most

centres had. Best answers had carefully annotated (not just labelled) block diagrams of landscapes. Centres where they had actually gone out into the field to see either present or relict glacial landscapes stood out, although this topic also lends itself to effective virtual trips. The classic geographical tool, the Ordnance Survey map, featured with some very good, accurate annotated maps drawn from especially the Llanberis and Borrowdale areas.

The biggest issue was the landform/landscape response. Most went for the landform response which in some cases resembled a GCSE text book. This question provided the best and also worst diagrams in the exam, small, badly drawn, with not even labels)

**ResultsPlus**  
Examiner Tip

Here are three types of diagrams used by many candidates. The block and cross sections would have been improved by a scale and reference to real locations. The map is very detailed but needed more links to distinctive processes creating the landscape shown.



**ResultsPlus**

Examiner Tip

This shows a good way of sourcing during the report:

moraine  
(Information sourced from: Glacial and periglacial environments  
by David Anderson, 2004 and The Cairngorms Geofactsheet  
197.)

### Question 3 Option 3 Life at the Margins :the food supply problem

**Current food insecurity will only be solved if management strategies operate at all scales. Discuss.**

This question again proved very accessible to candidates and generally produced good responses. The majority of candidates defined food security rather than food insecurity, which meant less than full marks in the introduction. Good candidates realised that this meant more than agricultural issues and so had a framework which included a range of social and political management strategies, but in fact few candidates attempted to define management strategies. There was clearly a lack of awareness of what is meant by 'all scales'. This led to some of the reports not using examples to cover all the scales.

The better candidates used a variety of examples to develop their answers and some excellent sourcing and report style was seen. However, too many candidates seemed to have just two sources of information: one of the main A2 text books and 'Jimmy's Global Harvest' (BBC documentaries), often quoting all the case studies shown in the video, even if unrelated to food insecurity. Better candidates attempted to clarify why they were relevant. For example, on the face of it the USA is not an obvious choice to discuss when considering food insecurity, but the food coupons scheme is a relevant case study. Weaker students spent far too long on population policies.

Different frameworks were used successfully: with the most obvious one of local-regional/national-global. Popular was the role of the UN FAO and Food Programme contrasted with local schemes, often centred around Fairtrade. Case studies also included the Great Green Wall (China), Cuba, Kenya, Darfur, US Food Aid & Tokens, various TNCs like Monsanto, LEAF, Kalahandi India, Food Corporation India. A sizeable number of candidates simply provided a gazetteer of facts about different examples of food production management projects without really showing how they warded-off the food insecurity problem and if there were any hitches. For example, the stronger candidates who used the 'Green Revolution' as a case study in the Punjab not only examined its successes but also the problems it posed to some of the farmers.

A few candidates used strategies like topdown aid and bottom up strategies, but often were very against top down and pro bottom up without giving both sides of the argument. Some confused the Green Revolutions (NB there are two students should be aware of, in Asia/Central America and now in Africa)and Genetic Modification. Best had a good range of examples with some original takes such as eating with the seasons, Hugh Fearnley- Whittingstall, Jamie Oliver's campaigns, allotments and city gardens, grow your own, vertical farming.

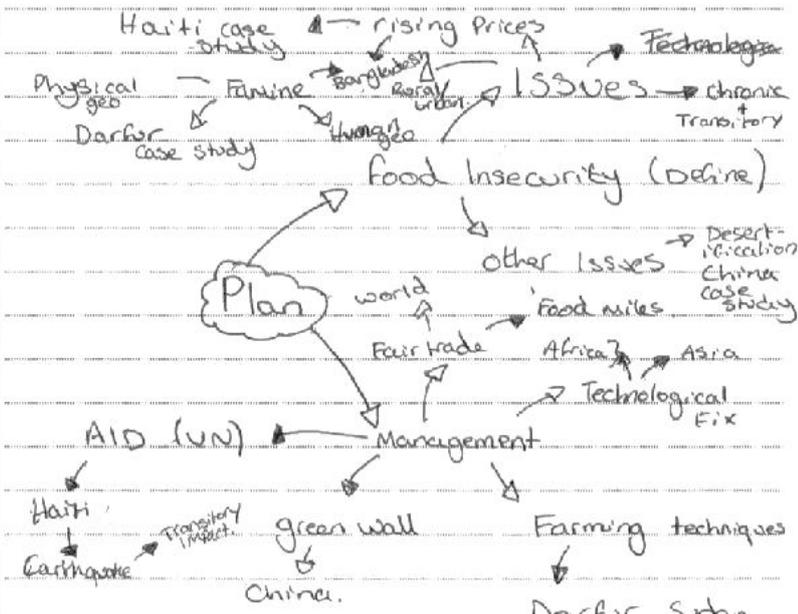


**ResultsPlus**

**Examiner Tip**

Try to research more into non rural food issues: tackle the growing food insecurity issues seen in urban areas especially megacities and contrast long and short term insecurity. Annual FAO World Food Summits are an excellent source of data.

You are advised to use this page to plan your answer and then begin your answer on page 7.



**ResultsPlus**  
Examiner Comments

This plan worked well at sorting out the key components needed in this title.

**ResultsPlus**  
Examiner Comments

This part of an introduction demonstrates a clear focus on the title.

The essay will be in the following form.

<sup>small</sup> Local scale strategies are essential in providing food security and are easier to manage.

- Organic farming in Cuba and Kenyan village
- Integrated farming in Kampung Sekebek, Malaysia
- Bottom-up development (NGOs) in North Dargur, Sudan.

↓

Regional scale strategies are also important and require the help of local councils and governments

- Solutions to global warming - Kent, England
- GM crops in Sub-Saharan Africa and Kenya
- Green Revolution in India
- Solutions to global warming - Malawi and England

↓

National strategies have major effects on food security and can help a whole country's population.

- Green Revolution in India

↓

International strategies are key to improving food security.

- Debt Cancellation - Africa Uganda and Haiti
- Improving trade regulations - Africa
- Solutions to poor governance - Burma

This essay will explore whether food insecurity will be solved if management strategies operate at a global, national, regional and local scale. Food security is having the physical and economic access to sufficient, nutritious food in order to have an active, healthy life. The issue we face today is that there is clearly not enough food to feed the world's population and some argue that it is actually a distribution problem. There are conflicting social, economic and environmental pressures on food security such as climate change (expected to rise global temperatures are expected to rise by 4°C by 2050). Climate change can have a big impact on food security as it can increase frequency and intensity and natural hazards and droughts causing food supply to decrease. This is shown in Somalia where the drought of 2006 has left 2.1 million people in need of food aid. Globally, food distribution is an issue with more developed countries over-consuming and less developed countries under-consuming (30% of food is wasted in USA), and according to the UN, up to 2 billion people lack food security today. Therefore, management strategies are essential for providing food security for the global population.

3b) Marks and Spencers

In lessons we planned a trip to Marks and Spencers head quarters in London. The purpose was to talk to Sam Franklin, Carmel McQuade and Lisa (the company's nutritionist) about how Marks and Spencers was going to improve food security and local and more global levels. We found out that Marks and Spencers had launched 'Plan A' back in 2009. In 'Plan A'



**ResultsPlus**

Examiner Tip

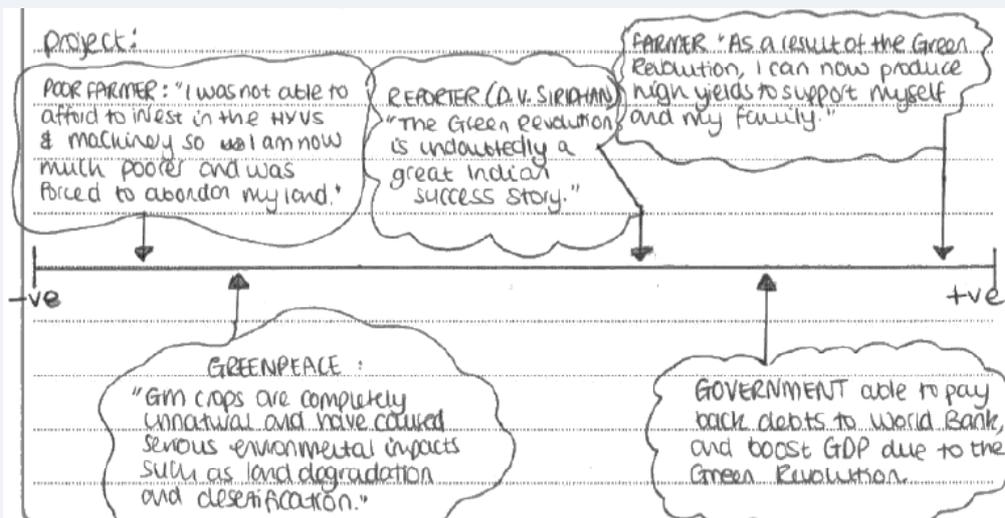
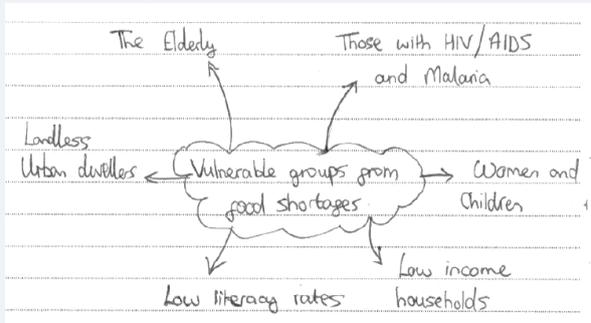
Some candidates had completed some novel fieldwork, by interviewing a national food supplier chain, however, the main thing here is to stay focused on the set question not write all you found out however tempting that is.



**ResultsPlus**

Examiner Tip

Diagrams may be useful in all the options, as shown here in these 3 examples, although the graph needed a vertical scale. The bipolar graph is a good way of showing differing viewpoints on, in this cases, the success of a food strategy scheme.



**ResultsPlus**  
Examiner Comments

Sub conclusions do not have to be very long to ensure high marks in the conclusions section of the mark scheme: here are two examples:

In conclusion to TNC's, it is clear to see that they do provide food for those living in poverty, however their motive is questionable because they simply do it for a profit.

3:2 ⇒ SUCCESS?	
ADVANTAGES	DISADVANTAGES
✓ - sustainable, maintainable	✗ still small scale
✓ - suitable, appropriate technology	✗ doesn't increase food production.

### Question 4 Option 4 The World of Cultural diversity

#### To what extent does a global culture exist?

This proved to be a straightforward question which achieved a very high achievement rate.

Despite the lack of agreed definitions many candidates came up with excellent, sourced definitions and were able to discuss different approaches to global culture and a key component of the question: globalisation such as hyperglobalisation, transformationalist and sceptic. Candidates' knowledge of specialist vocabulary terms was impressive, as was the range of case studies used by the majority. The best had a range of places and cultures including the UK, especially London and Birmingham, USA, France, Norway, China, Japan, Britain, India, Nepal, Iran, Cuba, Vietnam, N Korea, Thailand, and Bhutan.

The spread of Hiphop, Bangra music, hamburgers, contrasting with the Amish and tourism apartheid in Cuba with enclave separatism were some of the more quirky but very relevant case studies used. The concept of white weddings and consumer focused Christmas celebrations were contrasted with ecotourism trying to preserve, sometimes falsely, cultures of the Maasai and Orang Asli. Some centres had carried out some interesting local fieldwork to assess the extent of a global culture in their area. The NEF study on cloning of retail centres in the UK also featured successfully. Even the recent Davros summit was used as an example of elite migration and globalising of aspects of culture with pleasing integration of some AS topics such as migration hotspots, switched on and off places.

Theories were used to structure with elaborate lines of evaluation & reasoning in the best. There was much discussion of McDonalds, Americanisation, Neo-colonialism, Glocalisation. Equally, there was some fantastic sourcing and referencing and quotes from various writers, such as Scholte, Tomlinson, Amattya Sen and a huge range of sources from Sociology Review UNESCO to the BBC. This proved fears about the limited number of resources available to candidates on this option apart from the main A2 texts were to be proven false.

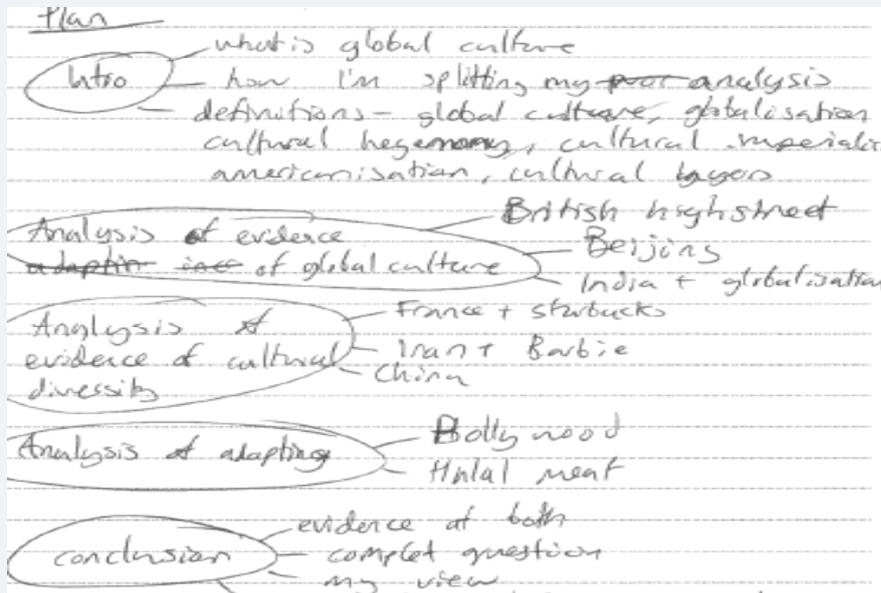
The level of analysis on this question was impressive. A successful framework used by most was: arguments for a global culture, and arguments against, with those showing more of a middle ground. Many candidates did understand the core concept of global culture and tried to challenge it, but there were some misapprehensions. Cultural diversity in one or more cities – often for example London or New York is not the same thing as a global culture. Global Cities – again typically London or New York are in themselves really an argument against a global culture – by their nature they are distinctive with a particular concentration of power.

Many candidates quite reasonably used McDonalds as an example of an influential TNC based on 'western' culture. To some extent this is true, but many fail to appreciate that in fact the fast food culture system was originally one seen in the far east and brought back to the US by service personnel returning after the 2<sup>nd</sup> and to some extent Korean and Vietnamese wars. So arguably this is a vision of a global culture – but one which is not entirely an example of US cultural imperialism.

It may be also useful for candidates to extend the discussion by noting that people in China might want to learn about other cultures but the regime deprives them of that freedom of choice – they are compelled to conform. Indeed many candidates referred to current disputes with Google. The best answers pondered whether the rise of China may offer an alternative global culture to that of the USA.



This plan is simple yet an effective start to the report, with key vocabulary jotted down and examples/case studies sorted out to back up the arguments to be made.



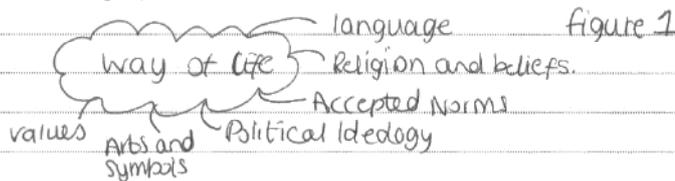
**ResultsPlus**

**Examiner Tip**

Extract is from introductions. To the left, a pre learnt set of definitions and a simple but useful diagram which was less effective than the topic map diagram which targets global culture immediately.

1.1 Introduction

Culture is a system of shared meaning, its makes what makes an individuals identity, what they speak what they believe.



Returning to figure 1 above these are the fields that make up someones culture. Culture is very collective it is what a group of people share and believe. Taking inspiration from the geographer Dorcen Massey (quote from article New Cultures for JD) "culture is a sharing the same map of meaning, its the principle mean by which identities are constructed transformed and sustained." A



**ResultsPlus**

**Examiner Comments**

This extract shows more detailed than normal approach to the methodology aspect of the report:

## 1.2 Methodology and Theoretical Framework

This report will address the contested topic of a global culture, it will ~~ensure~~ incorporate a variety of case studies from local such as North Staffordshire to global. The report shall contain case studies from different levels of development such as Ecuador who support a sceptical view and China who support a hyperglobalists view. There will also be case studies with specific characteristics such as Canadian Inuits who are vulnerable to an existence of global culture. As well as case studies this report shall address and make judgement on concepts about global culture such as "Third cultures" and cultural imperialism.

There are viewpoints that will be incorporated into the report from the hyperglobalists, sceptics and transformationalists along with theories from sociologists and theorists such as George Ritzer and McDonaldisation and ~~Bonga~~ Featherstone with "Third cultures".

There is a wide variety of information around the topic of global culture. The information used in this report has been sourced from various textbooks such as;

- A2 Edexcel Geography by Dunn et al
- Human Geography by Daniels et al
- Globalization, A very short Introduction by Manfred B. Steger.

As well as textbooks and journals there will be information and facts and figures from various internet websites such as [www.unesco.org-UK](http://www.unesco.org-UK) looking at vulnerable cultures, also [www.worldbank.org-UK](http://www.worldbank.org-UK) for facts and figures. Various others include;

- Survival International.
  - Firewall of China
  - Wikipedia.org-UK, only used for figures due to the lack in validity of the information.
- Has shown there is various amounts of concepts, theories and ideas about a global culture which will be explored in this report, along with theorists such as Roland Robertson and Benjamin Barber.

One An example of globalisation (the process by which the local community responds to global changes) is seen through the introduction of Asian clothing in the supermarket chain Asda. It is apparent that these products have been made available due to high demand of Asian customers, but western shoppers also show an appeal to these clothes. This highlights that Britain shows elements of a global culture, ~~but it~~ however displays evidence of a hybrid culture rather than a uniform global culture.



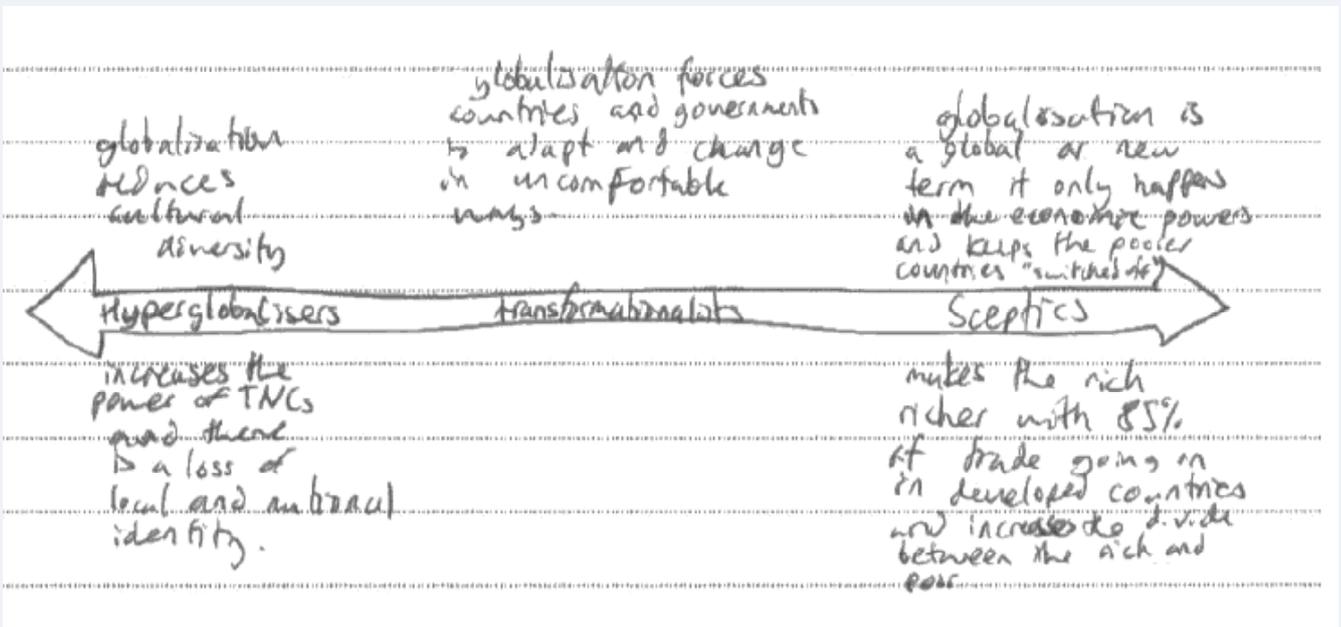
**ResultsPlus**  
Examiner Comments

An example of a case study which shows good evaluation.



**ResultsPlus**  
Examiner Comments

Diagrams do not have to be complex in a report to gain marks. This one links theories to the main players involved in cultural diversity.



### Question 5 Option 5 Pollution and Human Health at Risk

*Evaluate the success of a range of management strategies in reducing health risks.*

This proved to be a very accessible question with a wide range of responses. A significant number of candidates were able to discuss strategies at varying scales, from global to national to local community projects. Many candidates organised their answer under vertical and horizontal strategies, and gratifyingly few under economic status, although that will obviously be a prime factor. Some mentioned current health care reforms being debated in the USA with the Obama reforms, and also of the topical obesity strategies being trialled in UK and especially Scotland. Spatial inequalities in the same management strategy were shown by using the post code lottery on cancer care. The topical short term health shock overlaying longer term health risks in Haiti was also mentioned.

Although the first word in the syllabus for this option is Pollution, it is clear that a range of health risks are expected, including chronic and traumatic. Hence this title expected more than a descriptive account of how for example, Chernobyl and Bhopal health risks were mismanaged. If these case studies are to be used, then management strategies and outcomes should be fully up to date and more evaluative than is often seen at present. Some candidates focused almost exclusively on climate change, Kyoto and Copenhagen Summit- not really designed as health strategies, with only passing reference to actual health risk.

Occasionally candidates got side tracked into more gruesome characteristics of diseases/conditions, with a subsequent neglect of the geography, or a focused on only infectious diseases in LEDCs which resulted in repetitive work.

Some success was seen by candidates who organised their work according to agencies and the strategies they employed, so long as they were not too descriptive, and least successful were those using a range of locations for case studies rather than range of scales because of inevitable duplications. A major criticism of responses to this question was the lack of real *evaluation* of the management strategies, and the lack of *evidence* put forward to suggest that a candidate could indeed make a judgement as to the efficacy of a particular strategy. For example, in a discussion of the UK governments' efforts to reduce incidences of lung cancer, one would expect some temporal/spatial data on deaths, rather than a descriptive list of strategies employed.

Some used the useful construct of the health risk equation and realised that health risk involves morbidity as well as mortality. Some had mastered a good level of specialist vocabulary such as pandemic, biomagnifications, epidemiology, ischemic heart disease etc

The different players involved in the strategies were often considered: IGOs, like the WHO, NGOs like Medicine Sans Frontiers, Governments eg NHS, philanthropic organisations like the Gates foundation, although few mentioned the pharmaceutical firms so critical to access to medicines. There was variable knowledge on the key objectives of prevention, containment, cure and, eradication especially in the latest swine flu scare, where many totally ignored the hierarchies of management (individuals-local councils-UK government-EU-WHO).

The most popular case studies were: Cuba, DDT/malaria/Africa, UK swine flu, China barefoot doctors, obesity in China and the West, smoking, malaria, TB, cholera in Zimbabwe, HIV/AIDS, ebola in the Congo, Alzheimer's in the UK, bilharzias in Malawi, UK lung cancer. Some interesting work featured on the role of barefoot doctors as a ground roots management strategy was used.

Models featured, especially the epidemiology model by Omran and the Kuznet pollution curve but not all were well tied into title or were poorly drawn and annotated. The environmental risk model was often used if not mentioned to structure work which ranged from infectious diseases or diseases of contamination (measles, TB, cholera) in LEDCs, to pollution induced conditions in the BRICs, particularly China, then life

style or age related conditions such as obesity. The diffusion models were often introduced, but then not used later to show how management strategies rely on knowledge and understanding of how some health risks spread such as cholera or measles or more topically Swine Flu.

**ResultsPlus**  
Examiner Comments

This is a competent definition of management strategies and introduces the players involved too.

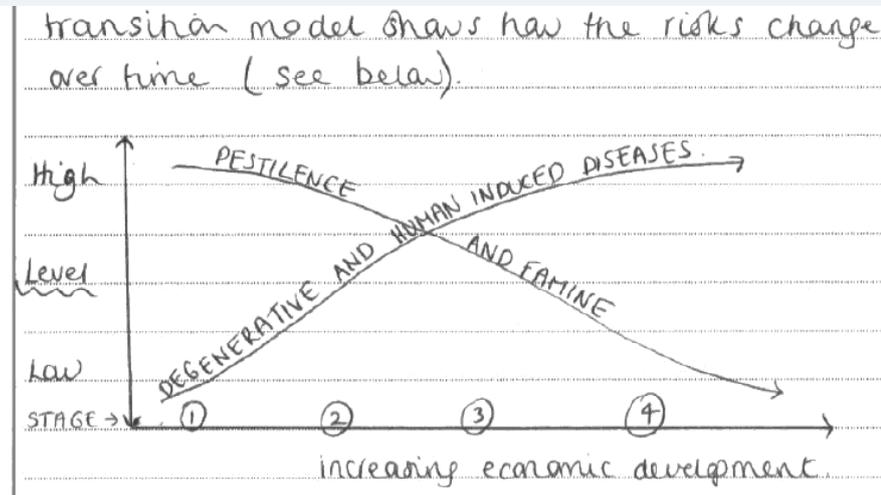
• A management strategy is a scheme or project that tries to prevent or eradicate the factors that are causing increasing risks to a susceptible population of suffering from a health risk.

• Management strategies can take many forms in their scale and geographical range, ranging from legislations, taxes, campaigns, education and vaccinations; including NGOs, governments, TNCs, private companies and local people.

**ResultsPlus**  
Examiner Tip

If tables are used to help methodology then ensure they are large enough not to cramp your style of writing: the second column reason to use is too basic.

Case Study	Reason for use	Source	Bias
✓ Obesity	- Unsuccessful	NHS Website	Towards achievement
Change 4 Life	- MDC National Diet. gov website & tackling obesity		
✓ Malaria -	- Successful	Phar website	Towards
Medicines	- LEOC	WHO Website	organisation success
sans frontiers,	- International	Geo Padlock	unbias
Tam Tam,			
WHO			
AIDS -	- Unsuccessful	AIDS prevention	Towards government
UNAIDS	- International	PDF	views
AOC Uganda		BBC News	Unbias
Stepping Stone		articles	
✓ Swine Flu	- Successful	NHS Website	Bias Towards
	- International		our achievement



**ResultsPlus**

**Examiner Tip**

If such models are to be used, they should be more annotated and labelled correctly- the x axis should be time not economic development, and the whole model should be credited with the source.

Section 3: HIV/AIDS

• HIV/AIDS is an STI that attacks the body's immune system, passed on through the exchange of bodily fluids. It is most prevalent in Africa and Asia, but is also common in Europe and America.

As sourced from Greenfacts, AIDS has killed 25 million people since 1981, with a further 33 million people living with the disease today.

Subsection 3.1: UK

• The UK took a very horizontal approach that was holistic and educational. Sex education talks were made compulsory in schools, with many adverts shown on TV promoting contraception. The C-card was developed, allowing teenagers to get free condoms.

• This scheme proved successful as rates of HIV/AIDS have dropped in the UK due to the sustainability



**ResultsPlus**

**Examiner Comments**

This extract shows obvious report style, ongoing sourcing, selected fact and evaluation and hence scored highly.

of the education campaigns, and the accessibility of the free NHS, which provides advice and guidance at its family planning clinics.

- Furthermore, the UK introduced a new drug called Raltegravir in 2008, hailed to be cost-effective by the Times newspaper. They thought it would eventually become standard NHS treatment, potentially preventing HIV from developing into full-blown AIDS.

- It is too early to evaluate its effectiveness, but considering the accessibility and popular use of the NHS, one might think the drug could be very effective. However, one could also consider the inverse care law, which states that those with most need for care receive less, but those with least need for care get more. This raises an important question of whether all management strategies reach out to all the population that needs it.

### Question 6 Option 6 Consuming the Rural Landscape: Leisure and Tourism

*The changing nature of leisure and tourism poses challenges for rural areas across the world. Discuss.*

Although again a most accessible question, many candidates focused exclusively on tourism, impacts and increasing numbers rather than the full aspect of the question. The vast majority of candidates chose their studies carefully to focus on rural areas. However, many did not pick up on the specific part of the title 'The *changing nature* of leisure and tourism.....'. All too often responses were descriptive in detailing the problems that an area had experienced with tourism, rather than putting the discussion in the context of the 'changing nature' of leisure and tourism which involves changes in activities too. So whilst all presented the growth in numbers in for example the Masai Mara or other game parks, they missed the opportunity to evaluate how changes in tourist demand from hunter to photographer has had profound effects. Some touched upon this concept with ecotourism increasing globally. Hence the challenges posed vary greatly in type scale and importance, and indeed the pre release was clear that challenges involve both threats and opportunities.

A number of candidates based their answer on the Pleasure periphery or Butler model which was a useful entry to this question. The best located all their case studies on the helping to lead the introductory discussion. Butlers model when used properly was useful for showing how increases in mass tourism could lead to an eventual loss of attraction and so the challenge would alter from attracting visitors- trying to contain them- to loss and attempts to regain them.

Mallorca was used here, although often in a vague way- the whole island rather than specific hot spots. Most favourite combinations included 3 or 4 of Macchu Picchu, Amazon, Galapagos, Antarctica and the Lake District. Many gave details of areas that have not been rural for some time like Benidorm. Some good use of a past synoptic exam on the Cairngorms featured.

There was some evidence of real or virtual fieldwork at Studland and Fornby sand dunes, which seemed to draw on crowded coasts of Unit 2 at AS level. The urban fringe is one end of the rural/wilderness continuum accessible to many centres and there certainly is scope in this option to make more use of local rural areas and help investigative techniques focus on *leisure*. If rebranding was done as an AS option, then this could also be more used since commodification/valorisation of the countryside for leisure and tourism pursuits is germane. Unfortunately some got carried away with Blackpool as a main case study! There is more scope for research into the rise of the leisure and tourism industry in especially China and India- both internal and external.

Some reports were very negative about the effects of tourism/leisure but some did show that the challenges could lead to positive outcomes especially in developing countries where despite 'leakage' it may generate vital income as in Peru with Macchu Pichu. Doxey's model was quite well used to show changes in local people's perception alongside changes in the nature of use. Challenges that were looked at well were economic, rural depopulation, second home ownership, water, food resources, cultural, environmental including trampling. Litter is still over emphasised as a challenge! Some went through the traditional geography trilogy of social, economic and environmental challenges, which worked well since it stopped the plod though case study 1,2, 3 etc.

Some included the resilience and carrying capacity models as a useful framework to help especially the challenges associated with the environment.

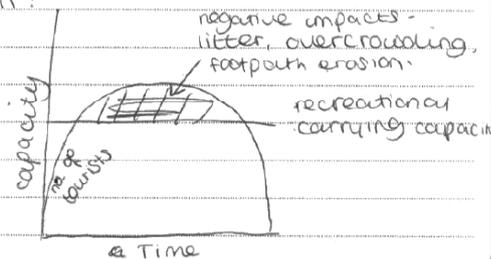


**ResultsPlus**

Examiner Tip

This model of carrying capacity was relevant, but could have won the candidate more marks easily by being more specific, and using the concept of challenge reduced by raised carrying capacity threshold, etc.

occur. The following diagram of the carrying capacity model was adapted from the book *Recreation and Tourism* by Sue Worn:



## ResultsPlus

### Examiner Tip

This end bibliography is better than most because it has a good range of sources and relates them back to approximate sections in the report. It would have been better to integrate or use ongoing foot notes to be more specific about facts and figures- because more than one source should be used per case study.

#### 4. Bibliography

- "Tourism, Leisure & Recreation" by G. Naele (Doxey's index)
- "Tourism & Recreation" by Jane Dove (Butler's Model)
- Geography Review Jan 1996 (Mallorca's impacts)
- balearics.angloinfo.com (Mallorca's statistics)
- phuketinsider.com (Thailand's statistics)
- globalpropertyguide.com (house prices in Thailand)
- Thailand Development Research Institute, i.e. TDRI website (impacts in Thailand)
- iaato.org (impacts in Antarctica, activities of IAAATO)
- wikipedia (numbers of visitors, cost of travel in Antarctica)
- Geography Review March 1997 (impacts in Antarctica)
- A2 Geography for Edexcel (Posada Amazonas CS)
- parkswatch.org (NP all over the world)


**ResultsPlus**

Examiner Comments

This extract from a highly scoring script shows excellent use of vocabulary and linking comments between each section of the report. It also references the sources of material in an ongoing way.

#### 4 Tourism is challenging Antarctica

However, the environmental impacts of Antarctica do appear to be far worse than those of Kenya. The first flight to Antarctica was in 1956 and ~~the~~ organised trips started in 1957. (Barndtson article, 2005). ~~Now~~ Tourist numbers in Antarctica ~~are~~ have increased exponentially ~~since then~~ since 1957, mainly due to the expansion of the pleasure periphery. This increase in tourist numbers has caused disruption of habitats and the main summer tourist season coincides with the peak wildlife breeding season so breeding patterns have been disturbed. ~~from Antarctica~~ (www.saveantarctica.org). This is bad news for environmentalists and ~~the~~ ecotourists.

#### 3 Changes seem to be benefiting Kenya

Unlike Yosemite National Park in the USA, Kenya is an LEDC and relies on money generated by leisure and tourism. Wildlife tourism has increased in popularity over the past thirty years or so due to the more allocentric attitudes of many western tourists.

**Statistics****Overall Subject Grade Boundaries**

Grade	A	B	C	D	E
Overall subject grade boundaries	55	49	44	39	34
Uniform Mark	64	56	48	40	32

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UA022820 January 2010

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

