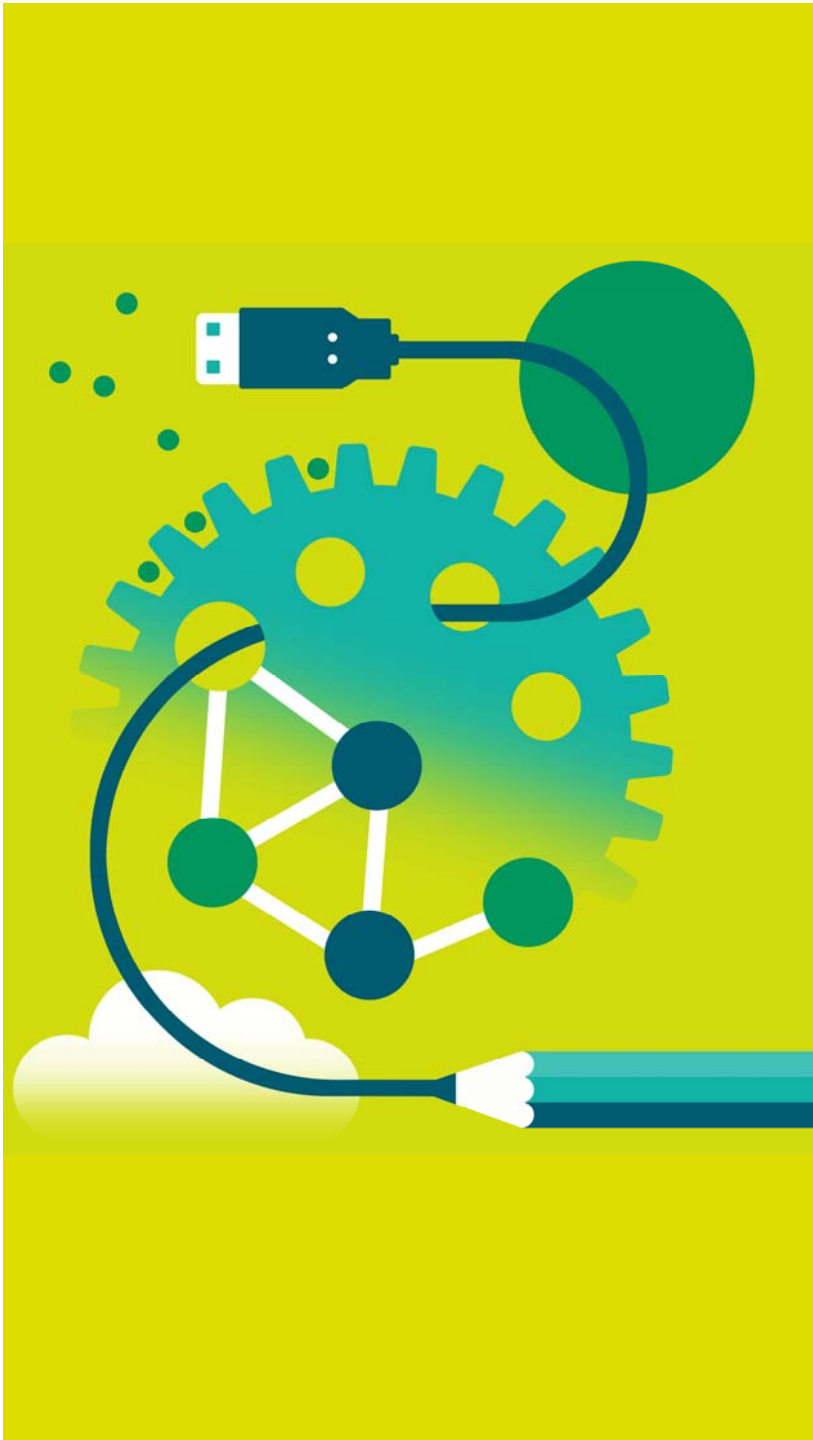




Pearson

Feedback on candidate performance in International Advanced Level Geography June 2017 examination series.

17IOAG01



Your Online Environment

XX Technical Difficulties & Support

XX Recording

XX Communication in an online environment

XX Asking Questions

XX Using Polls

XX Downloading Documents



Aims and Objectives

During the training you will:

- Receive feedback on the performance of candidates in the May/June 2017 examination
- Consider the variation of candidates' performance on different questions and explore reasons why performance varies
- Discuss the Examiner's Report
- Address common issues and FAQs.

Session Agenda

16:10 Overview of the two AS Units and Award of grades / grade boundaries

16:20 Detailed consideration of performance in AS Unit 1 Global Challenges

17:00 Comfort break

17:05 Detailed consideration of performance in AS Unit 2 Geographical Investigations

17:45 Important points about A2 Unit 3 Contested Planet & other information and support

18:00 Finish

Introduction to the Assessment

Content	Assessment Objectives / Skills Tested	Structure of Assessment
<p>•Unit 1 Global Challenges Topic 1: World at Risk Topic 2: Going Global</p> <p>•Unit 2 Geographical Investigations Topic 1: Crowded Coasts Topic 2: Urban Problems, Planning and Regeneration</p>	<p>Unit 1 AO1 AO2</p> <p>Unit 2 AO1 & AO2 plus AO3, specifically fieldwork and research skills (see next slide)</p>	<p>•Unit 1 Global Challenges 1 hour 3=45 minute exam 90 marks</p> <p>•Unit 2 Geographical Investigations 1 hour 30 minute exam 60 marks Both contain short and extended questions</p>

AS Unit assessment objectives

Relationship of assessment objectives to units

Unit number	Assessment objective		
	A01	A02	A03
Unit 1	20%	10%	0%
Unit 2	5.3%	2.7%	12%
Unit 3	10%	20%	0%
Unit 4	5.3%	8%	6.7%
Total for International Advanced Level	39-41%	39-41%	18-20%

Important to recognise that Unit 1 and Unit 2 have different AO weightings, Unit 1 has is weighted towards Knowledge and Understanding AO1, and application, analysis and interpretation AO2

Unit 2 is weighted towards AO3 i.e. fieldwork, research and investigative skills.

**Polls to get to know
the delegates.**



Award of Grades June 2017

AS Unit Grade boundaries

Geography: New Specification									
International AS unit grade boundaries			Max Mark	a	b	c	d	e	u
WGE01	Global Challenges	Raw	90	56	52	48	44	41	0
		UMS	120	96	84	72	60	48	0
WGE02	Geographical Investigations	Raw	60	46	42	39	36	33	0
		UMS	80	64	56	48	40	32	0

- The grade boundaries for Units 1 and 2 are shown above.
- These could change over time, as summer 17 was the very first examination series.
- A raw mark of 56 / 90 was needed for an A on Unit 1, and 46 / 60 for an A on Unit 2

Unit 1 Global Challenges

Unit 1 Section A

- Questions 1 to 4 begin with a Figure
- Short questions, some MCQ
- It's important not to 'guess' these
- Some candidates did not study the Figure carefully and made avoidable errors
- 2 mark and 4 mark questions are point marked.
- A 2 mark 'describe' question such as 1aii requires **two, different** descriptive points
- 1. *Risk is high in East Africa*
- 2. *Low and very low risk along the west coast*

1 Study Figure 1 in the Resource Booklet.

(a) (i) Identify the global region with the highest risk from all hydro-meteorological hazards.

(1)

- ☐ A North America
- ☐ B South Asia
- ☐ C Oceania
- ☐ D Europe

(ii) Describe the pattern of risk from all hydro-meteorological hazards in **Africa**.

(2)

The following resource relates to Question 1.

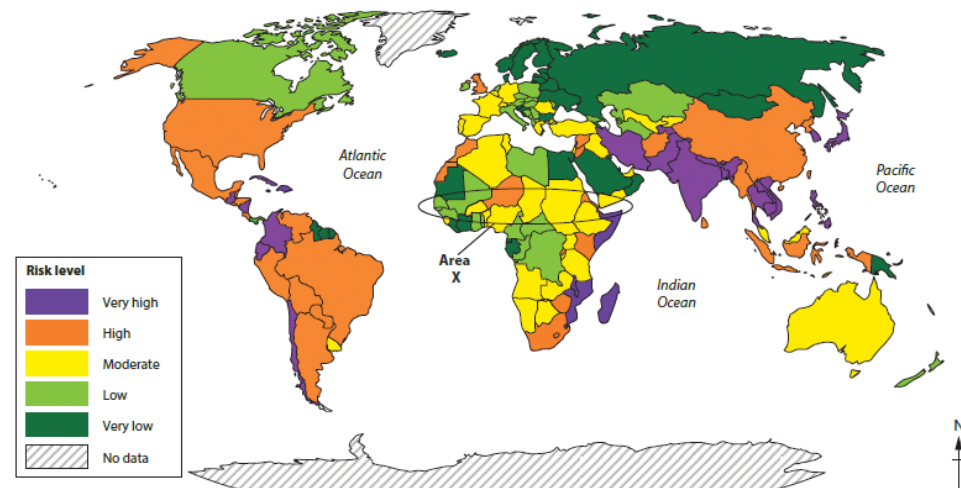


Figure 1

Risk level from all hydro-meteorological hazards (floods, droughts and cyclones)

2 and 4 mark ‘explain’ questions

- These questions (see examples below) use the commands ‘suggest’ and ‘explain’.
- The instruction in bold ‘**one**’ or ‘**two**’ means candidates need to provide a basic explanation for **1 mark**, then *extend* this for the **second mark**.
- Candidates cannot get marks for two ***different*** reasons
- These questions are an area of weakness in many cases as many candidates only get one of the two available marks.

(iii) Explain **one** way that aircraft like the 787 contribute to globalisation.

(2)

(b) Explain **two** human activities that can increase the risk of flood disasters.

(4)

(iii) Suggest **one** possible explanation for the changes to the emissions shown in Figure 2 for the following countries:

(4)

Germany

Question 1b

Notice the two extended points in this answer, which scored 4 / 4 marks:

1. Deforestation increases surface runoff (1) + idea of roots and soil removal so less interception (1)
2. Urbanisation increases runoff (1) + idea of cement roads replaces vegetation. (1)

(b) Explain **two** human activities that can increase the risk of flood disasters.

(4)

- 1 Deforestation increases the risk of flood disasters. Since there is no roots to hold the soil and plants to intercept rainfall, surface run-off increases. The water table rises during rainfall as there are no plants to absorb water, ^{redu} ~~in~~ increasing surface run-off and increasing flood risk.
- 2 Urbanisation also increases flood risk, as cement roads ^{increase} ~~reduce~~ surface run-off, and the ~~lack~~ reduced vegetation cover ~~too~~ reduces interception.

‘Compare’ as a command word

(ii) Compare the carbon dioxide emissions in 1993 to those in 2013 shown in Figure 2.

- Question 2a(ii) used the command “compare”.
- This requires comparative points as stated in the Mark Scheme
- *“Credit 1 mark per comparative point, whether or not it is supported by data”*
- This command is different to ‘describe’ because answers need to focus on similarities and differences between things
- No explanation is needed in the answer

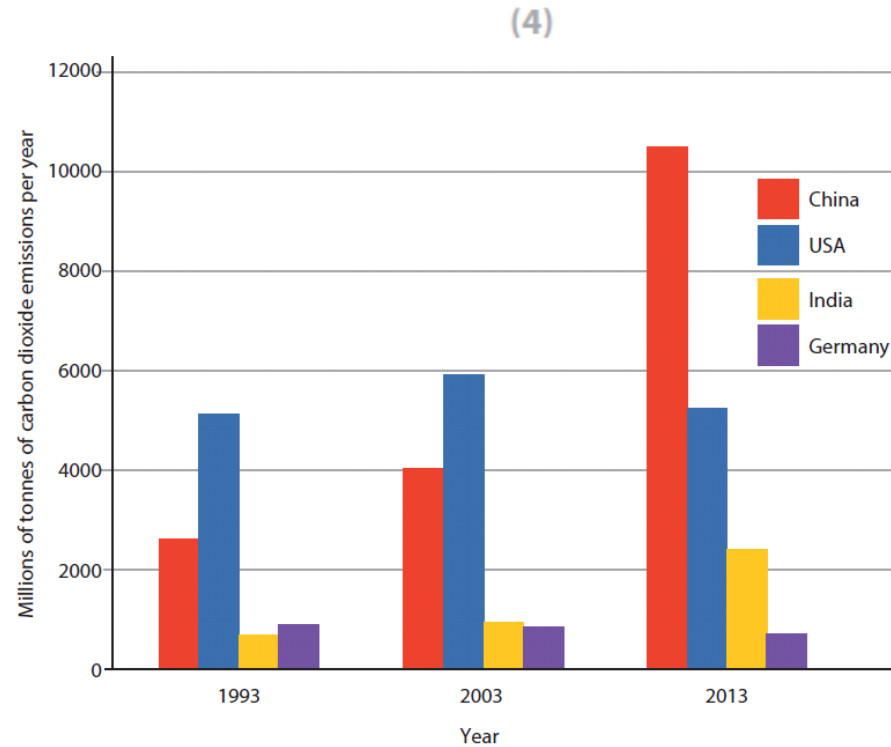


Figure 2

Total carbon dioxide emissions for four countries

Question 2a(ii)

- The top example scored 4 marks.
- It makes a good comparison, using data and highlights both trends and anomalies.
- The lower example scored 1.
- It begins with a descriptive section that lacks a clear comparison.
- It then begins to **explain** the changes – this is not what the question is asking for.

(ii) Compare the carbon dioxide emissions in 1993 to those in 2013 shown in Figure 2.

(4)

The overall trend is that CO₂ emissions have increased for most of the Asian countries although at different rates with some exceptions. China has increased its emissions ~~set~~ almost 5 times since between 1993 & 2013, India has also increased although at a slower rate from around 500 million tonnes to 2200 million tonnes. There are some anomalies too, ~~the~~ Germany on the other hand has been decreasing its emissions since 1993 while the USA had an increase from 5000 to 6000 million in 2003 & then a decrease back to 5000 in 2013.

(ii) Compare the carbon dioxide emissions in 1993 to those in 2013 shown in Figure 2.

(4)

In 1993 the carbon dioxide emissions were primarily from the USA as they had around 5000 million of tonnes per year, China was the second largest carbon dioxide emitting country, at first under 3000, however we can see the shift in figure 2 to 2013 where China is emitting far more CO₂ per year, this is due to increasing infrastructure and factories which are contributing so largely. Places like India have also seen an increase due to more companies beginning to manufacture in India due to the cheap labour, also the rapid growth in population

Question 2a ii

(iii) Suggest **one** possible explanation for the changes to the emissions shown in Figure 2 for the following countries:

(4)

- This question was an area of weakness.
- It often scored 1 or 2 marks, but rarely 3 or 4.
- Again, two extended explanations are needed to score full marks
- Notice how each bullet in the MS is written to contain two marks
- Explanation → extension = 1 + 1

Question Number	Answer	Mark
2 a (iii)	<p>AO1 (4 marks)</p> <p>Credit 1 mark for a reason and a further mark for an extended explanation.</p> <p>Germany (falling emissions)</p> <ul style="list-style-type: none"> • Environmental concerns / concerns about climate change have led to a focus on emissions reduction (1) such as the use of renewable energy / technology to reduce transport emissions / energy efficient buildings (1). • Joining Kyoto / Paris COP21 (1) and setting targets for emissions reductions as a result (1) • Economic change / change in sectors (1) such as the impact of the economic downturn reducing emissions / high energy costs reducing demand (1). <p>China (rising emissions)</p>	(4)
	<ul style="list-style-type: none"> • Rapid industrialisation (1) meaning a large rise in fossil fuel use to meet demand from factories / exporters (1). • Increasing affluence / urbanisation of the population (1) meaning individual energy consumption has risen and so have per person emissions (1). 	

Question 2aiii

The top example has two clear extended points so scores 4 marks.

The lower example scores 1 mark.

- For Germany, it hints at the idea that people cycle rather than use cars but is not clear; the idea that Germany has few TNCs is incorrect.
- For China there is only the basic idea of Chinese industrialisation.

Germany

The increased use of renewable energies such as wind power and ~~has~~ reduced reliance on fossil fuels, which would result in lower CO₂ emissions and 'greener' energy use.

China

Industrialisation - the increased output of CO₂ as a result of more factories in China producing goods like cars, which releases CO₂ and causes a spike in emissions

Germany

there hasn't been much change in Germany probably due to the fact that not many people use cars instead the cycle. And also its not a very industrialised country as it doesn't have many TNC's.

China

China has become the most industrialised country in the world this is the reason that there has been so much CO₂ being emitted further ~~more~~ ^{more} factories release all these ~~green~~ CO₂.

Question 3b

• This question had some very good answers but also some weaker ones.

• The focus is **benefits** (costs are not relevant) of free trade blocs.

• The question is marked in the same 2 + 2 way as other question on the exam paper.

• Look at the two answers shown on the next slide and answer the **Poll**.

(b) Explain **two** benefits for countries joining free trade blocs.

(4)

1

.....

.....

.....

2

Question Number	Answer	Mark
3 (b)	<p>AO1 (4 marks)</p> <p>Credit 1 mark for a reason and a further mark for an extended explanation.</p> <ul style="list-style-type: none"> • Free trade blocs have tariff-free trade between members (1) reducing the cost of trade between them and leading to a higher volume of total trade (1) • Some businesses may be able to find a cheaper location for production within the bloc (e.g. Mexico or Eastern Europe) (1) reducing costs and increasing competitiveness / higher profits (1). • Barrier free trade between countries encourages flows by TNCs (1) and may make FDI into other members easier (1). • Some trade blocs such as the EU include free movement of labour (1) making it easier for businesses to fill skills gaps / workers to find work (1); trade bloc may promote broader political stability / good relations between members (1). 	(4)

Question 3b

Read both answers then
answer the on-screen Poll
question

(b) Explain **two** benefits for countries joining free trade blocs.

(4)

1 Low tariffs on imports & exports of goods

A

2 lower or no quotas on the amount of goods they
can export/import

(b) Explain **two** benefits for countries joining free trade blocs.

(4)

1 One benefit is free trade. This will reduce tariffs and
quotas placed on trade and exports. This can help
cause export-led economic growth and cheaper
products for consumers

B

2 It allows the free movement of people as seen
in trade blocs such as the EU. People can move freely,
encouraging people to move for work, study or leisure
creating boosts to other countries' tourism industries

Question 4

- This question uses a scattergraph as the data stimulus Figure.
- There is a relationship between income and urban population % - but it is not linear.
- Q4a_{iii} asked about the relationship.
- Answers rarely scored all 3 marks.
- Most recognised the positive correlation but not the anomalies or the non-linear relationship.

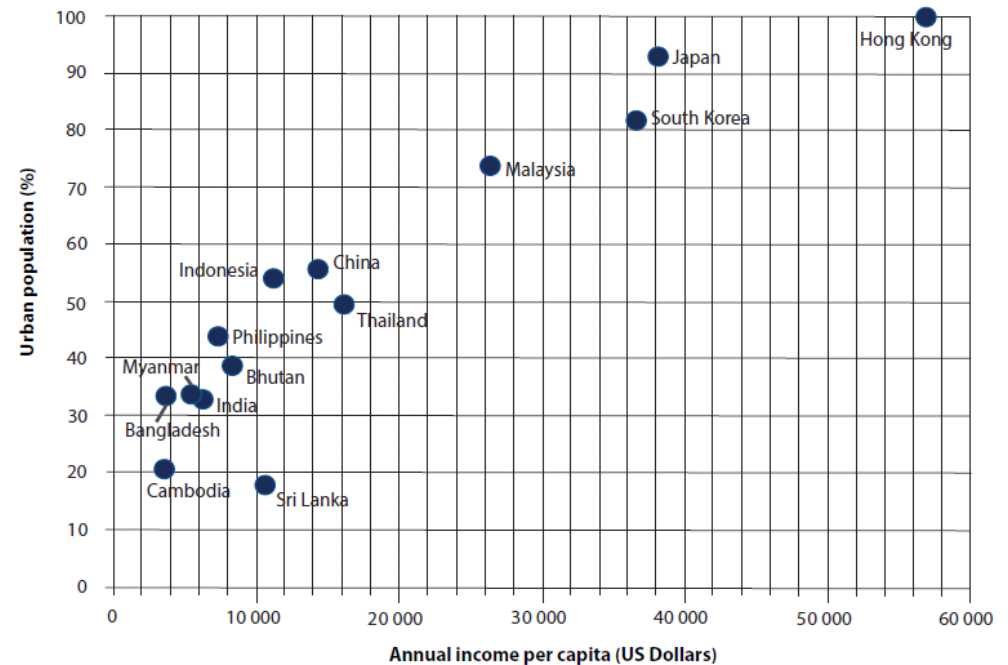


Figure 4

A scattergraph showing annual income per capita and urban population

(ii) Describe the relationship between annual income per capita and percentage urban population shown in Figure 4.

(3)

Section A: 6 mark questions

(b) Explain why adapting to rising sea levels is easier in some locations than others.

(6)

- Question 1c, 2b, 3c and 4c all have the same format.
- These are 6 mark 'explain' questions
- They are levels marked
- Answers need to provide detailed explanations.
- However, they are not 'essay' questions as the topic scope is fairly narrow.
- The levels descriptors are the same in each question, and each exam series.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Understanding addresses a narrow range of geographical ideas which lack detail. (AO1)
Level 2	3-4	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Understanding addresses a range of geographical ideas which are not fully detailed and/or developed. (AO1)
Level 3	5-6	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Understanding addresses a broad range of geographical ideas which are detailed and fully developed. (AO1)

1c	Global distribution of active volcanoes	☺ Generally good understanding of plate boundary causes ☹ Less good on mid-plate hotspots and different types of volcano at constructive / destructive boundaries.
2b	Adapting to sea-level rise easier in some places than others	☺ Done quite well by many; focus on Bangladesh and Maldives often with some detail; poverty, low-lying land ☹ Developed world examples often a little more vague
3c	Impacts of globalisation on local environment	The least well-done of these questions. ☺ Good understanding of globalisation process ☹ Limited focus on local – many answers focussed on CO2 and global warming issues
4c	Challenges of housing demand in developing world cities	☺ Level 2 more common than Level 3; many focussed on generic problems – slums, rapid pop growth, poverty ☹ Less focus on management challenges e.g. poor governance, lack of city funds

Question 2b

This is a Level 3, 6 mark answer to Question 2b

- It is well exemplified using the Netherlands and Bangladesh
- There is relevant data
- There is a focus on wealth, technology and governance
- It is focused on adaptation

Concise; avoids becoming a discursive essay.

(b) Explain why adapting to rising sea levels is easier in some locations than others.

(6)

Some countries have ^{more} ~~the~~ resources to ^{use} ~~build~~ flood risk reduction measures, ~~who~~ compared to others. The ^{Netherlands} ~~Nether~~, for example, has the world's largest network of sea defences and is very effective for our time. Its GDP is ^{more than} US\$ 700 ~~an~~ billion, which makes it easier for them to adapt to rising sea levels. Bangladesh, despite being flood-prone, has much of its embankments made of only soil and turf as it would be too costly to immediately upgrade as their GDP is more than US\$100 billion, smaller compared to the Netherlands.

Countries also have different performances in governance. More than 20 water boards work together independently from the government in the Netherlands, while in Bangladesh, there is poor coordination between ministries, delaying decisions and making it harder to adapt.

Question 3c

POLL

(c) Explain why there are concerns about the impacts of globalisation on the **local** environment.

- Please look at the 2 examples on screen of answers to Question 3c.
- You will find the Mark Scheme after the two answers
- Read through the answers and then indicate your marks using the on-screen **Poll**.

Question number	Answer	Mark
3 (c)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none">• Concerns over local air pollution from factories, especially in outsourcing locations such as the Pearl River Delta, where local emissions regulations may be weak• Health issues linked to poor air quality, especially in cities affected by high rates of industrialisation, e.g. Mumbai, Shanghai• High levels of water pollution from industrial runoff; eutrophication of rivers and lakes from factory waste, e.g. in China• Dereliction in 'rustbelt' locations, which have lost industry due to the global shift, reducing the environmental quality of former industrial cities• Pressure on local natural resources, e.g. depletion of groundwater and / or surface water supplies due to over-extraction for industrial use, e.g. Coca-Cola in India• A point could be made about improving environmental issues in some developed countries that have lost industry due to the global shift. <p>Answers must have a local focus on environmental issues / impacts, do not credit content related to global warming unless it is rooted in local impacts.</p>	(6)

Unit 1 Section B

- Candidates have a choice of either question 5 or 6.
- 30 marks are available: 10 + 20
- The 10 mark part 'a' question is a data stimulus question
- The answer should focus on **explaining** the data provided
- The command word will be 'explain' or 'suggest reasons' (never 'describe')
- It is important to quote data and information from the Figure
- Answers should try and refer to most of the information in the Figure, not just one part of it.

The following resource relates to Question 5.

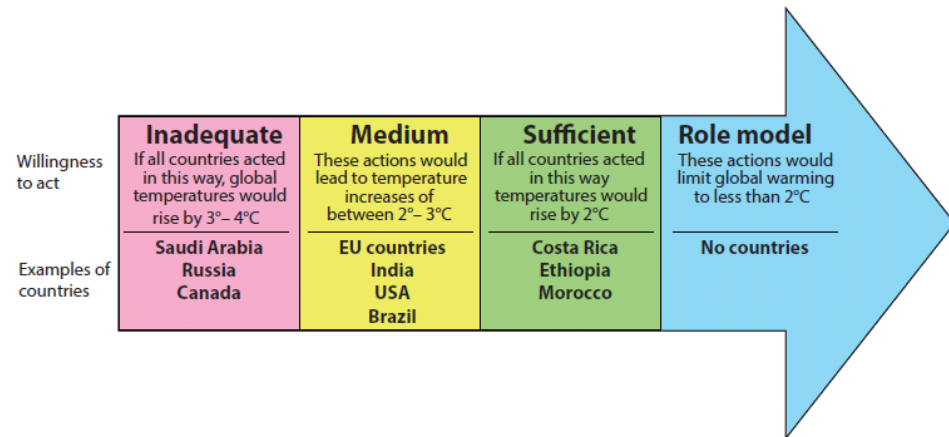


Figure 5

Willingness to act to reduce emissions at the 2015 Paris climate change summit

The following resource relates to Question 6.

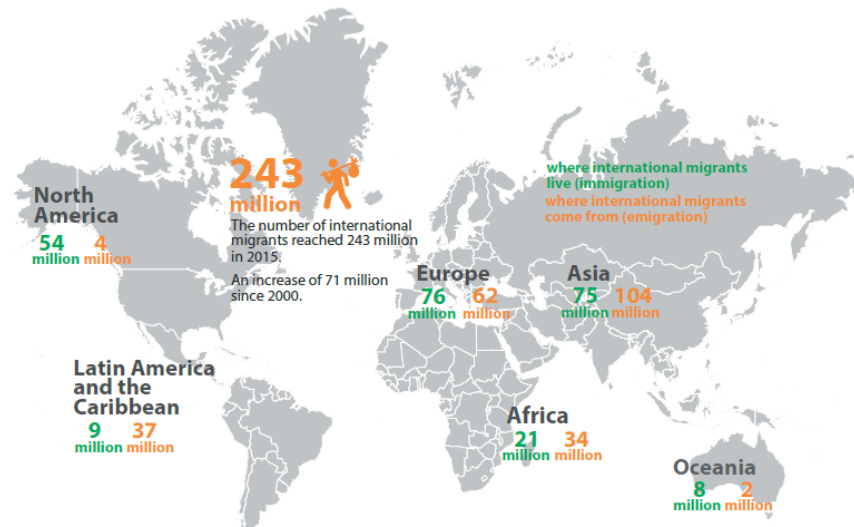


Figure 6

The number of international migrants in 2015

(b) Assess the extent to which prediction and monitoring technology can help reduce the impacts of natural disasters.

(20)

- The second part of each Section B question is a 20 mark essay question
- This uses the command word '**assess**'
- This is defined in the Specification:

Assess	Use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important.
--------	---

- Successful answers in Level 3 and Level 4 need to specifically address this command word by weighing up different factors / sides of an argument
- They will use language as shown in the box to the right.

However

On the other hand

But

NEVERTHELESS

In conclusion

An alternative view

On balance

In contrast

Yet

Although

Mark schemes

- Section B mark schemes are all Levels based
- The **Levels descriptors** remain the same from series to series
- The **Indicative content** will change, to reflect the demand of specific questions
- It is important to share the **Levels descriptors** with candidates so they are aware of what the demands of questions are

Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge throughout. (AO1) • Demonstrates accurate and relevant geographical understanding throughout. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)
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Top Level descriptors for a **10 mark question** ↑
 and a **20 mark question** ↓
 With key phrases highlighted
 Note the need for a supported conclusion in the 20 mark example

Level 4	16-20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information / ideas to find fully logical and relevant connections / relationships. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information / ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)
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Question 5a

The answer here is a fairly typical Level 2 answer scoring 6 marks.

- It does refer to the countries in Figure 5.
- It provides a range of reasons for their different actions.
- None of the reasons are detailed.
- Sometimes e.g. first paragraph, they are rather partial and not fully explained.
- It could have better understanding of global agreements and their problems.
- **Look at the answer to Q6a, mark it and complete the online Poll.**

(a) Explain why some countries are more willing to take greater actions to reduce emissions.

(10)

Some countries like Costa Rica and Morocco are more willing to take actions that would reduce global emissions as they are developing countries who do not rely on the production of goods and services in order to grow. This allows them to reduce emissions greedily.

In countries like EU countries & USA they are more able to reduce emissions to a medium amount as they have enough financial resources which would allow them to produce goods and services with a moderate amount of pollution. Furthermore these countries are HIC therefore much pressure is put on such large economies to reduce emissions thus resulting them taking greater efforts to reduce pollution.

Countries like Russia, Saudi Arabia & Canada may find it difficult to reduce emissions due to their geographical positions. Both Russia and Canada have very cold winters thus making it essential for the use of heaters to keep the houses warm. In countries like Saudi Arabia due to hot climate conditions, individuals use air conditioning thus adding to emissions.

20 mark essays

(b) Assess the extent to which prediction and monitoring technology can help reduce the impacts of natural disasters.

(20)

(b) Assess the costs and benefits of globalisation for workers in both developed and developing countries.

(20)

- These yielded a wide range of marks, from Level 1 right up to 20/20.
- In Q5b, it's important to recognise that the question allows an assessment of “prediction and monitoring technology” AND other approaches such as preparation, or aid response.
- In Q6b, the question forms a ‘grid’ of **costs + benefits** and **developed + developing country workers**.
- This means a balanced answer is needed to cover all aspects of the question.
- In both cases some judgements need to be made so fully answer the question.
- Use of evidence and examples is important to add depth to the assessment being made.
- Look at the example answer to **Q5b** and then complete the **on-screen poll**.

Unit 1 Summary

- 1) Be clear on the causes of physical process e.g. drought and the cause of volcanoes rather than offering generic responses.
- 2) On 4 mark explain questions, ensure that your reasoning is clearly linked to the demand of the question.
- 3) When describing patterns, try to cover overviews rather than focus on specific places.
- 4) On 6 mark items, try to offer a range of points and support them where possible with examples to give you the best chance of achieving level 3.
- 5) On 10 mark essay questions, ensure that you make full use of the resource and use this as a benchmark for your explanations.
- 6) On 20 mark essays, ensure that you meet all the demands of the question and that you offer a conclusion with sound judgement, rather than just to sum up the obvious general points made.

Unit 2 Geographical Investigations

Unit 2 question styles

- Unit 2 contains a mix of data stimulus, short and essay style questions.
- Questions 1 and 2 typically begin with 2 mark questions linked to a Figure.
- Question 1ai usually scored 1 or 2 marks, as most candidates identified A as a spit – there was less certainty about B.
- The MS was relatively flexible especially for landform B.

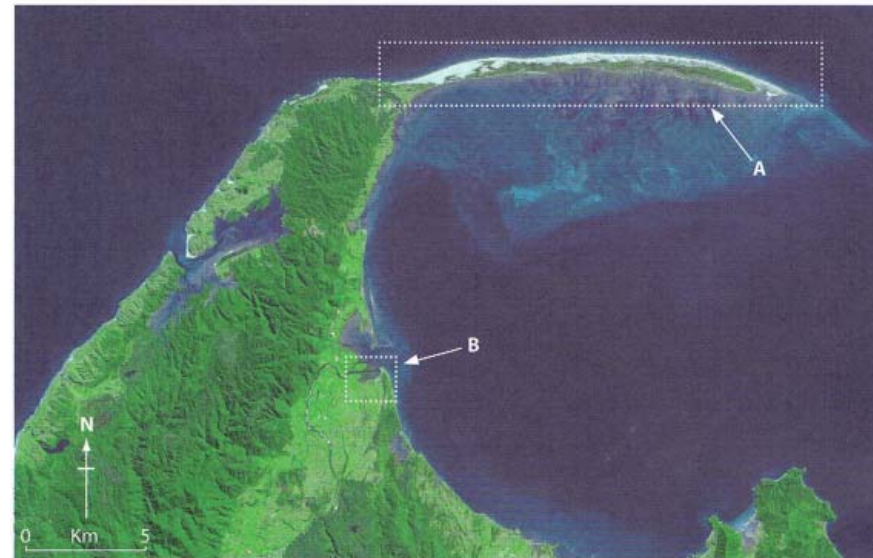


Figure 1

A satellite image of New Zealand's South Island

Question Number	Answer	Mark
1(a)(i)	<p>A02 (2 marks)</p> <p>A = Spit; accept beach. (reject: barrier island, offshore bar) B = Delta / river delta; accept estuary, river mouth, bay / cove. Reject named ecosystems that are not landforms.</p>	2

2 mark ‘explain’ questions

(ii) Explain **one** way constructive waves cause gently sloping beach profiles.

(2)

(ii) Explain **one** way traffic congestion impacts on human wellbeing in cities such as Dhaka.

(2)

- As in Unit 2, there are 2 mark ‘explain’ questions which specify explaining one thing e.g. Q1a(ii) and Q2a(ii).

- Two **different** explanations will not gain 2 marks; the answer needs to follow the basic explanation + extension format.

- The top example here has two different points (1 mark)

- The lower example extends ideas of time exposed to emissions leading to specific health issues (2 marks)

Traffic congestion can lead to health problems caused by air pollution such as asthma and it can also cause road rage and stress which can kill lots of drivers and pedestrians.

Traffic congestions mean a longer period of time in a ~~space~~ small area that is exposed to toxic emissions. These fumes once inhaled can cause diseases such as bronchitis and cancer. Air pollution is a major issue.

8 mark ‘assess/ examine’ questions

(b) Examine the importance of geology in the development of coastal landscapes.

(8)

(b) Assess how far urban regeneration can be environmentally and economically sustainable.

(8)

- The last sub-question in Q1 and Q2.
- These had highly variable performance.
- They are levels marked.
- The levels are the same from series to series.
- The commands assess and examine involve making a judgement.
- Q1b was generally not answered as well as Q2b, because the concept of geology i.e. rock type, rock structure was not that well understood by many candidates.
- Often answers focussed narrowly on concordant versus discordant coastlines and did not consider other factors.

Level 3	7-8	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Understanding addresses a broad range of geographical ideas. (AO1)• Understanding of the geographical ideas is detailed and fully developed. (AO1)• Applies knowledge and understanding to geographical information/ideas logically to find fully relevant connections/relationships. (AO2)
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(b) Examine the importance of geology in the development of coastal landscapes.

(8)

This Level 1, 2 mark answer is answering a different question about how landforms are formed i.e. focussed on processes of erosion.

Geology of coastal landscapes include iconic feature in the coast such as Arch, stacks, stumps, Geos, blowhole etc... In a coast stretch there are few cracks or joints, that make the coastline vulnerable and hence easily eroded away. Processes in which they erode results in a form of geos. The below part of the crack or rock has a small undercut and hence a ^{small} cave will form in the headlands, as well as in the opposite headlands a second cave will start to develop simultaneously. These caves are eroded by water through hydraulic action and hence widening, but they result in meeting in another place of a landform called an arch. The roof of the arch has no support and is highly suitable to weathering, biological weathering and hence as weathering continues it gets eroded and leaves a stack. This stack as well is highly eroded by and exposed by the sea's energy and hence gets eroded as well leaving only a small piece of land called stump.

(Total for Question 1 = 12 marks)

(b) Examine the importance of geology in the development of coastal landscapes.

(8)

- This is an 8 mark answer.
- It has good physical geography terminology.
- It considers:
 - rock structure / concordance and discordance
 - rock resistance
 - permeability
 - other relevant processes such as weathering, high wave energy / wave type.
- Read the answer, and mark scheme for the example of Q2b and answer the **on-screen poll question**.

One aspect of geology that is crucial in development of coastal landscapes is the bedrock lithology. Depending on the angle of the strata of rock types, the cliffs on the coast may have a gentle gradient or be eroded vertically. Furthermore, depending on the resistance of the rock on the coast, erosion rates and sediment type will vary. Alternating bands of resistance create discordant coastlines and if the rock is less resistant there may be more sediment accumulated at the foot of the cliffs, giving rise to beaches and other depositional landforms. Also, the permeability of rocks will determine ~~the~~ how porous the rock is and therefore determine its susceptibility to weathering and erosion processes such as freeze thaw and hydraulic action. Whether there are joints and faults in the cliff face will add to its resistance and therefore erosion rates, landforms and cliff profile. However, there may be other factors influencing coastal landscapes such as the surrounding environment. High energy coasts that face the prevailing wind and experience ~~constant~~ destructive waves with long fetches may be subjected to faster erosion rates. Whether the beach is swash aligned will determine the rates of longshore drift influencing the amount of depositional landforms.

(Total for Question 1 = 12 marks)

Question 3

Principal Examiner Report extract:

“Question 3 was the compulsory fieldwork question, examining the fieldwork that the candidates had done themselves (“familiar” fieldwork).

In Q3b however, a significant proportion of candidates did not understand the distinction between qualitative techniques and quantitative ones.

Even though Examiners allowed questionnaires as qualitative, it was clear from many student responses that they were unfamiliar with these important fieldwork concepts. The quality of responses to Q3c was mixed with some very good answers at the top-end, showing a range of high quality sources which were linked to their fieldwork focus.

Other were less coherent, instead describing the “internet” in vague terms and not managing to connect their secondary research to what their fieldwork was planning to do.”

Question 3 key messages

- Candidates must have completed their own fieldwork.
- Terminology like qualitative, quantitative, primary, secondary, sampling etc – needs to be understood.
- Candidates need to have a clear idea about the specific aims of their fieldwork, and the sources they used for research.
- Questions can target any part (s) of the **Investigative Process** outlined in **Appendix 2** of the Spec. →
- Question 3d this series focussed on Number 3 and 4 in the Investigative Process.

Geographical investigation process		
Pre-fieldwork, planning and research	(1) Identification of the question for investigation	Consideration of the possible fieldwork opportunities and questions that could be investigated in the chosen coastal or urban environment, including practical considerations of accessibility and manageability in the time available.
	(2) Contextualising the investigation	Researching relevant secondary information sources and background information (internet, magazines, books and others), GIS, and relevant models/theories in order to help finalise a working hypothesis and/or key questions to investigate.
Primary fieldwork data collection	(3) Methodology and design	Consideration of fieldwork locations and numbers of sites; group or individual data collection; consideration of appropriate sampling procedures (systematic versus random versus stratified) and sample size. Consideration of health and safety and completing risk assessments. Development of recording sheets for measurement and observation.
	(4) Primary data collection, equipment and recording	Use of appropriate quantitative and qualitative data collection methods to provide a sufficient range of data to help answer the aims of the investigation decided upon in (2). Ongoing consideration of methods to ensure accuracy and reliability and identify potential errors.
Presentation, analysis, conclusions and evaluation	(5) Data processing, analysis and presentation	Data collation and analysis using suitable numerical and statistical methods (including the use of ICT for processing and dissemination e.g. spreadsheets; use of ICT and/or hand-drawn graphical skills to present information in suitable graphical, diagrammatic and cartographic ways. Simple statistics may be relevant, e.g. measures of central tendency, spread and cumulative frequency.
	(6) Explanation and conclusions	Reviewing the results of primary fieldwork data and secondary research to provide explanations and form conclusions linked to the original hypotheses/key questions, utilising evidence and reasoned chains of argument.
	(7) Critically reflecting on the results and process	A critical reflection on the fieldwork data, methods used, knowledge gained and how this could be applied to other fieldwork contexts. Consideration of the accuracy, validity and reliability of the conclusions.

Question 3a

3 You have undertaken geography fieldwork as part of your course.

Use this experience to answer Question 3.

State the title or question of your fieldwork investigation:

Coastal management.

This is more a topic of study, than a specific fieldwork investigation question.

(a) Explain how you managed **one** risk associated with your fieldwork investigation.

(2)

The weather condition of the area of our fieldwork ~~invest~~ investigation, I researched about on what day it is preferable to conduct the research on, based on weather reports.

A very generic answer scoring 1 mark.

Clarity of investigation title / question / aims generally leads to more specific focussed answers to the question sequence in Q3:

3 You have undertaken geography fieldwork as part of your course.

Use this experience to answer Question 3.

State the title or question of your fieldwork investigation:

To Investigate the human and physical factors affecting
biodiversity in the mangrove swamp
the mangrove ecosystem in Al Khor

The question stated here is much more specific and focussed.

(a) Explain how you managed **one** risk associated with your fieldwork investigation.

(2)

There was a risk that we could get our ~~plant~~ feet cut on the
plants in the Mangrove Swamp so we wore appropriate footwear like
trainers or walking shoes to stop that from happening

2 marks. The risk management is clearly linked to the specific investigation.

Question 3b

Compare these two answers.

The top one scores 0; it does not understand the terminology in the Q.

The lower answer scores 4: it has two detailed explanations of how the techniques were.

(b) Explain how you used **two** qualitative techniques as part of your primary data collection.

(4)

1 Random Sampling - where we picked ~~the~~ randomly and gathered information

2 Static Sampling - where we ~~picked~~ gathered information in a static manner, this method is more reliable

(4)

1 (Photographs or Field sketches) → allows us to identify specific details of different sites (e.g. benches, bins) that can help us analyse the effects of regeneration ~~on~~ at different sites.

2 Questionnaires → allows us to identify the types of people who have been attracted to the various different sites and identify whether or not regeneration has been effective or not.

Question 3c

- 3c is a 6 mark question marked in levels.
- This example scored 6.
- It is:
- *Clearly linked to a specific location and investigation.*
- *Refers to a range of secondary data (old photos, newspapers, blogs, TED talks).*
- *Explains, briefly, what the secondary sources yielded in the way of useful information.*
- *Refers to the aims at the end i.e. "proved that Doha..."*

(c) Explain how you used secondary data to support your fieldwork investigation.

(6)

We gathered secondary data from old photographs (e.g. of the Doha skyline) ~~to~~ from years 1940 onwards to visually look at how much regeneration has taken place in Doha. We looked at the news and read articles from the key players of regeneration such as the Emir, the Royal family, the Ministry of Interior and construction companies to provide us ^{such as the no. of houses being built in Doha} information of on events of regeneration, and their views ^{on youtube} on how to regenerate Doha. We also watched TED talks, which told us that Doha wants to regenerate itself as a city of sport and culture while developing sustainably. The developments of ^(sport) Aspire, and the new project, ^{Mshairab - i.e.} 'Downtown Doha' has shown us that Doha is already rebranding due to the Aspire and Aspetar being ^{and} one of the most high class facilities in the world. Downtown Doha's energy will be supplied through solar panels which ~~is~~ a sustainable way as renewable energy is being used. We also looked at Blogs such as Qatar living to provide us ^{with} information on the events occurring in Doha, such as the colour run, and events in the ^{Qatar tennis open which meant celebrities can visit Doha} souq for National Qatar day. This proved that Doha has been successful in rebranding itself as a city of sport and culture.

Question 3d

This is the highest mark tariff question on the exam paper: 12 marks.

(d) Evaluate the success of your primary fieldwork design and data collection methods.

(12)

It uses the command 'evaluate', which has a very specific meaning:

Evaluate	Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.
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It is crucial that answers:

- *Relate specifically and in detail to candidates own fieldwork*
- *Consider critically the success of the investigation and make judgements*
- *Refer to the relevant part of the investigative process*

Performance was very variable ranging from Level 1 to Level 3.

- The mark scheme levels descriptors remain the same from series to series.
- All of the marks are AO3.

- Read the two examples of answers to question 3d
- Answer the question on the **on-screen poll** when you have marked them.

Level 3	9–12	<ul style="list-style-type: none"> • A full understanding of the relationship between the background information, geographical context and research question (AO3) • Evaluates fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Critically considers the role of interpretation, analysis based on the data / information collected. (AO3) • Clear evidence of an ability to draw conclusions and the evaluation is full, across a number of stages in the route to enquiry. (AO3)
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Question 4 and 5

- Optional question
- The question focusses on an **unfamiliar** fieldwork context in contrast to the **familiar** fieldwork context of Q3.
- Short 1-4 mark questions
- Generally performed well and yielded the strongest marks across the exam paper,
- Most candidates responded to the Figures / data successfully.
- Includes 'calculate' style data response questions.
- Note that 3 mark 'explain' questions require a 'double' development of a point.

A group of students studied attitudes towards management strategies as part of a wider study into coastal management.

They presented some of their results using graphs. Figure 3a is an example of one of the students' graphs.

(b) Study Figure 3b. This information formed part of the students' secondary research.

(i) Calculate the mean typical cost per metre of sea defences.

(1)

<input type="checkbox"/>	A 3800
<input type="checkbox"/>	B 4600
<input type="checkbox"/>	C 5200
<input type="checkbox"/>	D 6800

The students visited only one short stretch of coast to investigate management strategies.

(iii) Explain **one** way this could have influenced the reliability of their investigation.

(3)

Summary Unit 2

- Breadth and depth of knowledge and understanding of the unit varied considerably.
 - Weaknesses in terms of theoretical concepts and particularly with respect to some of the more technical physical geography.
 - Although stimulus response material was provided, many candidates are still not applying their knowledge accurately or relevantly.
 - Many candidates still have problems in using evidence directly from the resource (an AO2 skill) in order to be able to generate a successful answer.
 - Some candidates had a poor knowledge and understanding of the fieldwork questions, especially Q3d where they was a tendency to write “all I know” rather than giving a focus on design and data collection methodology.
 - In addition, there was often a lack of fluency and structure in their longer answers, many candidates describing and explaining, rather than being more evaluative.
-

Considering Delivery Strategies and sharing best practice

1. Teaching Strategies.
2. Resources.
3. Technology.

Unit 3 Contested Planet in 2018

Unit 3 exam structure

- Question types and mark tariffs **do not** vary from one examination series to the next.
- The position of questions types and mark tariffs in sections A, B and C **will vary** from one series to another as shown.
- This variation is random and does not conform to a pattern.
- The tables (next slide) show the possible different structures of a Unit 3 Contested Planet examination.

Some important points to note are:

- In Section A, Question 3 will **always** be a 15 mark synoptic essay question.
- In Section A, there will **always** be a 10-mark data stimulus question on both A1 Atmosphere and A2 Biodiversity but the 15-mark essay question could be on either A1 or A2.
- In any exam series, Section B will **either** consist of a 5 mark stimulus question plus a 15 mark essay question, **or** a 20 mark essay question.
- Section C will be the **opposite structure** to Section B in any given examination series.

Section A	Topic	Stimulus question	Essay question
	Q1 Atmosphere	10	15
	Q2 Biodiversity	10	
	Q3 Synoptic		15

Or:

Section A	Topic	Stimulus question	Essay question
	Q1 Atmosphere	10	
	Q2 Biodiversity	10	15
	Q3 Synoptic		15

Section B	Q4 Energy	5	15
	Q5 Water	5	15

Or:

Section B	Q4 Energy		20
	Q5 Water		20

Section C	Q6 Superpowers		20
	Q7 Development		20

Or:

Section C	Q6 Superpowers	5	15
	Q7 Development	5	15

Support

For more information, please contact our subject advisor, subjects pages/communities and ask the expert.

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