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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

GEOGRAPHY

GCE Ordinary Level

Paper 2217/01

Paper 1 (Core)

General comments

All the questions on this paper were structured in a similar way, to provide a common approach for candidates whatever the topic being tested. The main characteristics of the structure of each question were:

- Questions had an incline of difficulty, starting with relatively straightforward, resource based tasks requiring brief responses, progressing to tasks requiring extended writing and the demonstration of detailed knowledge and understanding.
- Two different resources were used within each question, one within **Section A** and the other within **Section B**. Some tasks involved the direct use and interpretation of the resource whilst others used it to act as a stimulus to responses, however marks were not awarded for the direct copying of sections of the resource.
- The final task involved extended writing and either required or invited candidates to demonstrate case study knowledge.

It was felt that this consistent style aided candidates and as this structure will be used in future examinations it is worth familiarising candidates with it. In particular it is expected that candidates should, as has always been the case, have knowledge of appropriate case studies to back up their generic knowledge and understanding. The syllabus is constructed in such a way that, wherever a Centre is located, there are likely to be opportunities to make use of local case study materials in many parts of the course and Centres are encouraged to make use of such case studies in conjunction with appropriate text book examples in order to provide a sound spatial balance for candidates during their course. A blend of small scale, regional and national examples, within the context of the local area and from other countries at different levels of economic development is ideal. Candidates should be encouraged, wherever possible, to refer to real examples and include place specific details in their answers. Where candidates develop their ideas they are likely to achieve a higher level of performance than listing simple points.

Overall, the paper produced widespread differentiation therefore, when considering the full cohort of candidates, almost the entire mark range was achieved. The most able and well prepared candidates tackled all their chosen questions with confidence, producing high quality answers in all sections, whilst inevitably weaker candidates failed to meet the requirements of all but the most simple questions. Excellent responses were seen to all parts of all questions. Whilst it is difficult and often unwise to generalise, the following observations were made by several Examiners:

- Answers which were based on resources were generally clear and concise, good use being made of all source materials, except where they were asked to describe the distribution or pattern of something. Very few were able to manage this as they seem not to know what the term means. Otherwise all the resources were analysed and interpreted very well, though when comparisons are required this is not always done.
- Many more able candidates wrote at great length and achieved high scores but some candidates failed to discipline themselves to the basic commands of the question. Often they included extra material which was not appropriate or which applied to another sub-section. This is probably due to a lack of confidence and a desire to perform well, but it is unproductive and wastes valuable time.
- Most candidates achieved marks more consistently where descriptions were required but where explanations were required they were less successful.

- In general there was insufficient use of specific examples to illustrate answers – candidates from many Centres could be encouraged to use more detailed case studies.
- The physical geography questions proved difficult for many candidates, especially where explanations were required.
- Candidates often do not use labelled diagrams where doing so would enhance their answers. Some excellent examples were seen, but in general diagrams were limited in numbers, often of poor quality, and contributed little to answers.

As always the level of understanding of the question requirements varied immensely between candidates as did their quality of written communication. Some candidates produced irrelevant answers to questions, as a result of misunderstanding the command words and specific requirements, however as the standard of English was usually at least satisfactory, mistakes in interpreting the questions were mostly due to failure to read them carefully enough rather than to a lack of language skills.

There were few rubric offences, although a number of candidates, almost exclusively weaker candidates, answered all six questions very superficially rather than selecting three. Clearly this is to their disadvantage. Time management was good for the majority of candidates, though a significant minority of candidates spent too much time on one or both of their first two questions at the expense of the third question.

Questions 1, 2, and 6 were the most popular choices. The physical geography questions, **Questions 3 and 4**, though not particularly popular, did produce some outstanding responses, though in contrast a number of candidates who attempted them clearly had little or none of the required knowledge or understanding, especially of physical processes.

The following advice, repeated from previous Examiners Reports should be given to candidates:

- Read the entire question carefully before beginning an answer. Decide which section requires which information, thereby avoiding repetition of answer and the time that is wasted. Answer questions in order, starting with the one which you are most confident with, and finishing with the one which you are least confident with, rather than automatically answering them in numerical order.
- Take careful note of the command words so that answers are always relevant to the question.
- Use the mark allocation as a guide to the amount of detail or number of responses required. Be aware of timing; do not devote too much time to the first chosen question, or include too much detail in sections which are only worth a small number of marks.
- Aim to develop each idea so that answers do not emerge as a list of simple points, particularly in case studies where place specific information and details should be included wherever possible to give case studies authenticity.
- Use resources such as maps, graphs and photographs carefully in order to make use of the detail they include, and do not merely copy out parts of resources.

Centres should take careful note of the following points:

- The front page should show full details of the candidates along with an indication of the three questions answered.
- There should be a margin of at least 2 cm on the left and the right side of each page. Apart from the numbers of the questions and sub-sections candidates should not write in these margins.
- Every part of every question chosen should be clearly indicated in the left hand margin.
- At least one line should be left between each part of a question, and at least three lines between each question.
- All sheets should be loosely tied together, with the sheets assembled in the correct order. Sheets should not be submitted loose, nor should they be tied or stapled together so tightly that they are impossible to turn over in order to read all parts.
- All sheets should be numbered by the candidate and placed in the correct order.
- Narrow lined paper, or exceptionally thin paper, should not be used.

Comments on specific questions**Question 1**

- (a)(i) Candidates were usually able to give an acceptable answer, but a surprising number made no attempt to answer. Perhaps they did not understand the term 'natural environment'.
- (ii) The more popular choice was Area Y, although there were some very good answers for Area Z. Many who chose Area Y achieved both marks by reference to aridity and developed it in relation to difficulty of producing food. There were some unacceptable references to 'too hot' or references to birth and death rates.
- (iii) Most candidates gained some credit for identifying relevant areas of continents or for one continental area and two countries but relatively few really described the distribution. The most common general comment was 'along the coasts', and there were some references to 'Northern Hemisphere'. Temperate latitudes were rarely specified and the obvious uneven nature of the distribution was rarely commented on. When asked to describe a distribution candidates cannot expect to gain maximum marks by simply naming areas.
- (b)(i) The increase in both types of migration with economic development followed by a decrease was well described by many candidates and more perceptive candidates scored full marks by identifying subtle differences between the two. Some candidates dealt with both types of migration as one, others ignored the 'change' element, and others only told half the story (e.g. migration falls as economic development increases, with no mention of the earlier rise).
- (ii) There were some excellent responses and counter urbanisation was generally well understood. However the main weakness here was that many candidates did not attempt to explain why the amount of migration changes, but outlined the push and pull factors which encouraged or deterred migration, failing to link them to economic development.
- (iii) The balance between advantages and disadvantages varied though there were usually more negative than positive impacts given. Candidates often scored well here with many perceptive and well thought out comments. In contrast weaker candidates did not read the question fully, describing impacts on the areas migrants left rather than destination area and some referred to the impacts on the migrants themselves not the destination area.
- (c) Basic understanding of the reasons for migration were sound and there were some excellent case studies, sometimes textbook based but also those based on local knowledge. Many candidates chose international migration and quoted a case study such as Turks to Germany or Mexicans to California. These usually included a range of push and pull factors which were relevant to their chosen example. Others chose rural to urban migration, sometimes in their own country and gave excellent detailed responses. Weaker answers failed to refer to a specific example or described both forced and voluntary migration in generic terms, usually by listing simple points rather than attempting to fully develop ideas.

Question 2

- (a)(i) Almost all candidates identified the CBD, although a few referred to 'the town centre' or got the letters in the wrong order.
- (ii) Most were able to explain the presence of the tall buildings, but some candidates merely gave a description of the functions of the CBD.
- (iii) Only a relatively small proportion directly compared land use in the inner city and the suburbs (e.g. there is a greater percentage of residential land use in the suburbs). On many scripts it was possible to pick out some comparisons from discrete accounts, but this was not always the case as some candidates only described land use in one area, and others randomly quoted numerous statistics without any attempt to interpret them. Sometimes answers were about types of land use that were shown not on Fig. 3 or in the key, and a further error commonly seen was to refer to the CBD instead of the inner city.

- (iv) Whilst weaker candidates often omitted reasons by merely repeating what they had written in (iii), or gave reasons which were too vague for credit some very good reasoning was seen from well prepared candidates. Residential land use was a popular choice, referring to such factors as land prices, congestion, access, open space and environmental factors. The link between the land use in the inner city and city growth was often overlooked and there were some incorrect references to 'the city centre' and 'inner city' as land use types.
- (b)(i) Most candidates coped well with the dynamic nature of the graphs and wrote with conviction about changes in quality of life on a transect from the CBD to the outer suburbs. Some included irrelevant reasons rather than description, but many candidates gained at least two marks.
 - (ii) This differentiated well; some candidates were able to offer reasoned judgements on the accuracy of the model presented and illustrate their ideas by reference to named areas of actual cities. Most stated agreement with the model, particularly by reference to the quality of life in the inner cities and suburbs in MEDCs and to shanty towns on the periphery of LEDC cities. Few chose to criticise the model though there were some perceptive comments relating to ideas such as the development of wealthy enclaves at the edge of LEDC cities and the attempts made to upgrade city centres. There was little reference to gentrification of inner city areas in MEDC cities or to the presence of low quality suburban housing estates.
- (c) Here many candidates failed to take the opportunity of writing a high scoring case study – there are many good textbook examples of change in urban areas, and better still many which can be studied in an urban area familiar to candidates. However in general this was not well answered. Most candidates had obviously studied changes in their own city or elsewhere as a case study, but they were unable to use their knowledge to answer the question and the term 'land use' appeared in itself to cause problems. Good examples included those where green belt land was being converted to housing estates or out of town shopping centres, along with studies of the redevelopment of inner city areas such as London Docklands or the Glasgow GEAR project. However many candidates failed to focus on only one land use and, even if they named an urban area, it was clear that they were dealing with the town/city as a whole rather than a specific land use change within the urban area. In addition, some answers did not concentrate on the effects of the change on people as advantages and disadvantages were frequently omitted as candidates copied the list of developments from the question.

Question 3

- (a)(i) This was usually well answered, with candidates recognising the area as being a mountain environment or one which was very cold.
 - (ii) Most candidates were successful here, with references to snow accumulation and cold temperatures being common.
 - (iii) Some candidates did not look carefully at the photograph, many ignored the glacier shown, and just wrote down features of glaciers that they had studied in textbooks. Some described the vegetation and many gave descriptions of the upland area and features such as arêtes, truncated spurs and pyramidal peaks rather than concentrating on the glacier as the question asked.
 - (iv) Although they could name some of the processes, explanations were often vague or inaccurate, especially in relation to how the processes shape the landscape. There was little reference to fluvio-glacial activity and there were only rare references to deposition. Some candidates included descriptions of corries and truncated spurs with no reference to any processes.
- (b)(i) The three features were generally known, especially the corrie but the hanging valley was not always correct.
 - (ii) The most popular choice was the corrie, which many candidates were able to describe and draw, however there was immense variation in explanations of how such features are formed. The best answers were those where a series of fully annotated diagrams were used.
- (c) Candidates did not have to refer to examples, but some candidates used an area such as the Lake District or the Southern Alps of New Zealand to good effect and were able to use this to develop their ideas and gain high marks. There were however relatively few case studies used and many generic references to tourism, HEP and water supply. It was clear from the brief and simple answers that candidates from many Centres did not appreciate the impacts of glaciated upland areas, both positive and negative, on people.

Question 4

- (a)(i)** Almost every candidate identified the area on the photograph as a desert, though a few simply described the climatic characteristics (e.g. hot/dry) rather than giving an example of a climatic region.
- (ii)** Most candidates were able to give to reasons for the absence of vegetation, with aridity and infertile soils being common responses. Hot temperatures alone are insufficient to explain a lack of vegetation.
- (iii)** Many candidates answered this well with the sand dunes, sparse vegetation and flat terrain in the foreground being common observations. A significant minority of candidates referred to dunes as 'high mountains' and others commented on a total absence of vegetation despite some being clearly evident in the middle distance of the photograph.
- (iv)** The results seemed to be confined to those features which could be seen in the photograph, so once again many candidates struggled when asked to demonstrate their understanding of physical processes, there was a lack of knowledge how processes shape the desert landscape, with most answers being restricted to the wind being responsible for the formation of sand dunes. There was little mention of features such as mushroom rocks or wadis and few candidates discussed exfoliation. Some candidates failed to limit their answers to landscape features and repeated their earlier answers about the lack of vegetation.
- (b)(i)** There were many examples of good clear analysis of the graphs and attempts were often made to compare rather than giving discrete accounts. Weaker candidates made sweeping statements which could not be backed up by the graphs or quoted figures without any attempt to interpret.
- (ii)** This differentiated well – there were some excellent textbook style responses with detailed explanations of the hot and dry nature of desert areas. In contrast many candidates did little other than describe the tropical desert climate, commenting on the fact that there was little rain, rather than giving an explanation for the heat and aridity. Those candidates who included relevant details of processes often focused on the high sun angle (often with an appropriate diagram) and sometimes the distance from the sea. However factors such as the high pressure regime and the significance of the trade winds were often ignored.
- (c)** Whilst there were a few notable exceptions from well prepared candidates, this section rarely produced high scores as many candidates failed to concentrate upon the effects of desertification on the people of affected areas and only infrequently linked ideas to named areas that they had studied. Some gave causes rather than impacts. Hazards relating to desertification were often vague and could have been used for any area which had suffered a disaster. References to education, healthcare and housing, unlinked to desertification were common, but apart from the occasional mention of famine or starvation and even less frequent mention of overgrazing, there was little depth to many responses.

Question 5

- (a)(i)** Answers to this part were usually correct.
- (ii)** The terms were well known by almost all candidates: however some wasted time by writing long answers about subsistence and commercial farming, when only a simple definition was required for each.
- (iii)** Shifting cultivation was the most well known of the three farming systems – market gardening and plantations were not always correctly identified.
- (iv)** The majority of candidates compared intensive and extensive farming well, whilst others described each in turn, usually making enough contrasting points to gain some credit. Some candidates thought that intensive farms were large and extensive farms were small whilst others wasted time giving examples or compared commercial farms with subsistence farms.

- (b)(i)** Answers were sometimes vague because the significance of the word 'pattern' was not recognised by candidates, with many failing to describe the pattern of land use in relation to distance from the village, but often simply listing the ways in which the land was used. Some mistakenly thought that the distances in metres were contour lines and wrote about the altitudes for different crops.
- (ii)** Even when candidates described the land use pattern, many were unable to suggest logical reasons for it and there were many simplistic statements such as 'the crops are grown near the village as they are needed for food'. There was much irrelevant reference to market and reference to roads/transport at expense of any other factors such as soil fertility, water supplies or the regularity of attention required by different crops.
- (c)** Here there were many good answers, including impressive case studies. Whilst some candidates confined their explanations for food shortages to physical factors, there were others which included details of economic and political factors, making use of local or recent newsworthy examples. Such answers are far more impressive than those which simply list points such as aridity, infertile soils, and lack of money for modern technology without any attempt to contextualise and develop the ideas.

Question 6

- (a)(i)** The error made by a small minority of candidates here was that they interpreted 'domestic' as 'in their own country' which in this context was incorrect
- (ii)** Some candidates listed several countries, otherwise the question was well answered.
- (iii)** Candidates generally interpreted the graph very well to compare accurately the use of water in developed and developing countries, though clear comparisons were not always made by weaker candidates who described the use of water in each country or erroneously compared within developed and developing countries.
- (iv)** This differentiated well. There were some well-developed and perceptive responses, especially in relation to the relative significance of agriculture in developed and developing countries. The use of water for cooling in thermal power stations and in manufacturing processes in MEDCs was less well known and many candidates were satisfied to rely on simplistic statements such as, 'More water is used for industry in MEDCs because they have more industries'.
- (b)(i)** A significant number of candidates devoted their answers to either describing where a surplus of water occurred, or offered reasons for shortages rather than describing the global pattern. Where candidates gained marks this often tended to be for naming examples of areas where there was a water shortage rather than making genuine comments about the pattern and few gained full marks on the question.
- (ii)** This was answered well. Most commonly the reasons for shortage of water referred to the lack of rainfall, high evaporation rates and the high density of population, whilst other answers referred to the presence or absence of rivers or aquifers and the amount of investment in an adequate water supply infrastructure.
- (c)** The most popular choice was large scale dam building and there were some excellent case studies, particularly the Three Gorges Project and the building of the Aswan Dam. The least popular option was cloud seeding. Although quite a few candidates selected wells and boreholes, their answers tended to be less impressive than those of candidates who selected large scale dam building.

<p>Paper 2217/02</p>

<p>Paper 2</p>

General comments

Generally, candidate's performance was satisfactory. The majority of candidates completed all questions within the allocated time. Candidates showed a basic understanding of the geographical processes but some candidates struggled with the analysis components of the questions.

The use of geographical terminology was limited and only few candidates applied the correct technical terms. It was encouraging to see evidence of some Centres teaching through case studies.

Candidates found **Section A** more straightforward than **Section B**. **Questions 8** and **9** proved difficult and even more able candidates struggled. Examiners recognised that there was an improvement in the overall completion of the questions and a demonstration of geographical understanding of the topics. However, the candidates must be more careful when completing the data presentation. In **Question 8** many candidates missed out on marks by not correctly locating the Sites B and C. This meant the plotting of the height of the river and the pebble size was incorrect. In **Question 9** the proportional squares also presented no problems to many candidates but the lack of rulers, sharp pencils and care did limit the scores.

The Examiners also reported that it was more noticeable this session the fact that many candidates failed to quote the data as evidence when required. This especially restricted the marks in both conclusions. The quoting of figures from the investigations when requested would significantly raise the marks.

Many Centres would benefit from preparing their candidates by designing or discussing small investigations during the teaching period to enable the candidates to be more familiar with the type of skills required of them.

Comments on specific questions

Section A

Question 1

- (a) The majority of candidates quoted the correct 6 figure grid references and were able to indicate the NE compass direction of the post office from the police station.
- (b) Very few candidates stated the correct distance of 1900 m to 2000 m. Many candidates quoted answers in km and other units.
- (c) Very few candidates answered radial drainage. Some candidates described the number of rivers or the overall area.
- (d)(i) Generally answered well by candidates. Most picked up on the idea that the north has cliffs/wave cut platforms whilst the west has sand/mud bays and lower level cliffs.
- (ii) Only very few candidates commented on the north being highland and the west being lowland. Many candidates discussed erosion and deposition.
- (e) Most candidates answered correctly; the pattern is linear and is influenced by the road network. In (iii) most candidates answered incorrectly. Positive reasons included; the coast is flatter, better agricultural land whilst negative reasons included inland is high and slopes are steep. A large number of candidates talked about access to water, getting washed away, natural disasters and use of coast for fishing.
- (f) Candidates generally scored 2 marks for this question and noted the boxing plant, agriculture centre and number of estates.
- (g) Generally poorly answered by candidates. Very vague answers including points such as 'from one side to the other' and 'passed through hills' were often seen. Candidates should be more detailed, noting direction, that it is a straight boundary from the north coast past the high point of Morne aux Diabes, that it turns to the east or ESE in square 5923 and then follows the Palmasonian River southwards from square 6122.

Question 2

This question was generally well answered although there was some confusion on the graph question.

- (a) Many candidates completed a bar graph and therefore received a maximum of 1 mark if no labels added. A line graph is more appropriate for change over time. Labels were generally added to graphs.
- (b)(c) These were well answered.
- (d) Few candidates mentioned the expected answers of war, drought or population growth. Overpopulation was mentioned by a few candidates.

Question 3

This was generally well answered.

- (a) Candidates were able to successfully label pyramidal peak, arête and corrie/cirque.
- (b) Freeze thaw was quoted by the majority of candidates. The description of freeze thaw was accurate and over 50% of candidates scored 3 marks for this question. Some candidates did, however, describe ice plucking as an answer.

Question 4

Generally well answered in parts (a) and (c)(i).

- (a) Candidates answered correctly that the age was between 30 and 34 years.
- (b) Many candidates failed to score on this question and quoted males or females without adding the percentages together for a total of 7-8%.
- (c) Candidates noted that women lived longer than men but failed to comment on the fact that both males and females have a long life expectancy. Part (ii) was poorly answered and many candidates were discussing the need for more education as opposed to an increase in old people's homes/medical care for the elderly.

Question 5

Many candidates scored half marks or more for this question.

- (a)(i) Most candidates noted the correct answer of Akassa for the heaviest rainfall.
 - (ii) May to September was identified by the majority of candidates as the time when rain occurred in Nguru
 - (iii) The description of the trends in rainfall across the region was relatively vague. Most candidates scored 1 mark for increase from north to south (or vice versa) but missed the additional mark for distance from the sea.
 - (iv) Most candidates scored a mark for the comment that the rainy season is shorter from south to north.
- (b)(i) Agades was noted correctly by most candidates.
 - (ii) Approximately 50% of candidates answered correctly and stated the long distance from the sea or distance from the equator.

Question 6

The weaker candidates struggled on this question and very few candidates scored over half marks.

- (a) Candidates answered correctly with reference to settlement being along roads but failed to comment on the distance from the north of the island and from the coast.
- (b) In (i) most candidates stated correctly that the main centre of employment seemed to be the oil terminal but were unable to see that the most important employment was farming in (ii).
- (c) Candidates duplicated statements in (i) and (ii) and in (i) commented on the ferries moving people and not workers and repeated this in (ii). Stronger candidates used correct terms of export/import.

Question 7

Candidates generally performed well on this question gaining 4 or 5 marks.

- (a) The majority of candidates answered Maize and Millet correctly.
- (b)(i) Candidates were able to state correctly the increase of 2000 birr.
 - (ii) Candidates mainly commented on the high cost of chemical fertiliser and the low cost of organic. More able candidates were able to state increased profits.

Section B

Candidates answered **Question 8** and **Question 9** in approximately equal numbers.

Question 8

This question was based on the common coursework topic of downstream changes in a small river as distance from the source increased. The collected data was from three sites and the average pebble size, velocity, distance from the source and height above sea level was collected.

- (a)(i) This question was aimed at looking at candidates understanding of data and their investigation skills. The majority of candidates plotted 550, 350 and 108 m above sea level correctly although the weaker candidates failed to join the points from the source.
 - (ii) To gain 2 marks on this question, candidates were expected to name waterfalls and rapids at site A and oxbow lakes and flood plains at site C. Candidates frequently named one feature at each site correctly but named the second feature incorrectly. A number of candidates named the part of the river i.e. source as a feature.
- (b)(i) Candidates answered this question poorly. Many candidates failed to identify time, date, weather and instead answered direction of river flow, speed of river and river features.
 - (ii) Candidates generally answered this question well and stated advantages and disadvantages of the field sketch correctly. The most commonly used answer was inaccurate/no scale and advantages included quick and easy.
- (c) The majority of candidates were able to comment on how rocks may influence speed (decrease) and friction (causing the river to slow) but were not as confident on discussing the impact on flow (creating turbulent waters). Most candidates scored 2 marks on this question, as ideas were not well developed.
- (d)(i) Candidates were required to complete a bar graph to show the average pebble size at sites B and C. Candidates generally plotted the points correctly but were unable to complete the bars.
 - (ii) Candidates answered this question well and were able to identify that the size of the pebble generally decreased as distance from the source increased, due to erosion. Candidates did not however, use the term 'erosion' frequently.

- (iii) Candidates were able to point towards the idea of student bias with term such as unfair, depends on what pebbles student picks up, and therefore scored 1 mark.
- (iv) Candidates answered this question poorly and did not pick up marks. Only a very small number of candidates mentioned quadrats, or systematic sampling. Centres should be aware that sampling methods form an important part of most geographical investigations, and so should be taught and demonstrated to candidates in preparing them for this examination.
- (e)(i) The more able candidates were able to describe the changes in velocity from site A to C and commented on the increase between A and B and the decrease from B to C. The weaker candidates only noted the overall change from A to C and therefore did not gain a mark.
- (ii) Candidates stated correctly that the reduction in water at the bottling plant would cause the speed of the river to decrease. The more able candidates also stated that this would have an increase in the rate of deposition and therefore scored 2 or 3 marks.
- (f) This part was poorly answered. Very few candidates commented on more than one change and therefore scored a maximum of 2 marks. A few candidates commented on height above sea level, velocity and features and therefore scored 4/5 marks.

Question 9

This question was based upon traffic flow in and around the centre of a town. Traffic was counted three times per day during a weekday at 6 sites.

- (a) Candidates were able to comment on how and why the amount of traffic is a problem in the centre of towns. The most common answers for *how* were busy/congested and for *why* lots of people/jobs.
- (b)(i) The majority of candidates stated that a tally system was easy and accurate.
- (ii) Some candidates struggled on this question. Many candidates failed to attempt the drawing of proportional squares and many candidates completed the question on the answer paper as opposed to the resource booklet.
- (iii) The majority of candidates commented on the decrease in traffic from the centre of the town. However, very few candidates developed this idea further and therefore gained just 1 mark.
- (c)(i) This question proved difficult for a number of candidates. There was very little mention of the times of traffic flow and only the strongest candidates were able to note that both sites had more traffic flowing towards the centre at 8.30 am whilst at 4.30 pm there is an increase in flow away from the centre. A number of candidates copied Table 3 but offered little explanation.
- (ii) Candidates struggled to complete this question. A number offered no answer and many candidates did not state their answer in mm and therefore did not gain the mark.
- (iii) Many candidates did not offer an answer for this question. Those that did attempt the question were able to give the correct answer of between 40 and 41%. Some candidates stated their answer in numbers and not as a percentage and therefore did not gain the mark.
- (d)(i) This question proved difficult for candidates. There seemed to be a low level of understanding of the term 'flow'. Some candidates were aware that flow might increase/decrease and change in direction due to employment/shopping but were not able to identify peak and low times for specific land uses i.e. services close in the town in the evening.
- (ii) Candidates suggested ideas for collecting data on the land use in the town. Ideas included land use survey, organise groups/divide up to cover a larger area. There was no mention of systematic sampling or transects and the majority of candidates did not say why this method would be suitable or what data it would obtain. A small number of candidates suggested the collection of secondary data.

- (e) Generally this question was poorly answered by candidates. Only a small number of candidates were able to comment on the two hypotheses. There was very little data used to support the answers and no credit development marks were awarded in the main. Some candidates were able to note that hypothesis 1 was true but did not comment on the fact that this was dependent on route/direction. Some candidates did comment on hypothesis 2 being correct but again were not aware that this depends on the location as to the extent of the change. There was very little inclusion of data collection methods and evaluation of these and very little data used to support answers.