CCEA GCSE
Exemplifying Examination
Performance
Geography

This is an exemplification of candidates’ performance in GCSE examinations (Summer 2019) to support the teaching and learning of the Geography specification.
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EXEMPLIFYING EXAMINATION PERFORMANCE

GCSE Geography

Introduction


Students’ grade A responses are reproduced verbatim and accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students’ responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes

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GCSE: Geography

Unit 1: Understanding Our Natural World

Grade: A Exemplar
Theme A: River Environments

Q1a Study the Ordnance Survey extract of part of the North East of Scotland and answer the questions which follow.

Q1a(i) Complete Table 1 by naming the land use found at the grid references given. [2]

Student’s response

<table>
<thead>
<tr>
<th>Grid reference</th>
<th>Land use</th>
</tr>
</thead>
<tbody>
<tr>
<td>362730</td>
<td>Campsite</td>
</tr>
<tr>
<td>345665</td>
<td>Coniferous forest</td>
</tr>
</tbody>
</table>

Examiner’s comments

The candidate was able to correctly name the land use at the two locations identified by 6 figure grid references. This would be indicative of work from an A Grade candidate particularly as the map contains a full key.
Award: 2/2

Q1a(ii) Name one loch found on the Ordnance Survey map. [1]

Student’s response

Black loch

Examiner’s comments

Black Loch was correctly named as a loch on the map achieving one mark.
Award: 1/1
Q1a(iii) State the meaning of the term drainage basin. [2]

Student’s response

The drainage basin is the area of land which will be transported to a river.

Examiner’s comments

Unfortunately, no marks could be awarded for the definition of the term drainage basin. An A Grade candidate would be expected to give precise definitions but in this case the definition was not only imprecise, it also did not convey the meaning of drainage basin correctly. The ability of a candidate to define the terms clearly and succinctly is advantageous when building marks to achieve a top grade and should not be overlooked by teachers and their students.

Award: 0/2
Q1b Study Fig. 1 which is a sketch map of part of the Ordnance Survey map.

Q1b(i) Complete the sketch map by labelling the characteristics of the drainage basin shown in the boxes provided. One has been completed for you. [4]

Student's response

Examiner's comments

All four characteristics of the drainage basin were labelled correctly building more valuable marks towards the A Grade.
Award: 4/4
Q1b(ii) Name the main river shown in the sketch map. [1]

Student’s response

Gill Burn

Examiner’s comments

The candidate correctly named Gill Burn as the main river shown on the sketch map. Award: 1/1

Q1b(iii) Underline the direction of flow of the main river. [1]

Student’s response

WEST SOUTH SOUTH-EAST

Examiner’s comments

The candidate correctly identified the direction of flow of the main river. This was a question which weaker candidates found tricky. Award: 1/1
Q1c  Study Table 2 which shows how load changes downstream. Answer the question which follows.  

Table 2

<table>
<thead>
<tr>
<th>Site</th>
<th>Average Load size (cm)</th>
<th>Distance downstream (km)</th>
<th>Load shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13.6</td>
<td>1.6</td>
<td>![Pie Chart 1]</td>
</tr>
<tr>
<td>2</td>
<td>8.1</td>
<td>6.2</td>
<td>![Pie Chart 2]</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>14.1</td>
<td>![Pie Chart 3]</td>
</tr>
</tbody>
</table>

Describe and explain the changes in load shown in Table 2. [6]
Student’s response
At site 1, which is 1.6 km from the source the load is angular-shaped. 40% of the load is very angular, while 60% is angular. The average load size is 13.6 cm. At site 2, which is 6.2 km downstream from the source, the load is more rounded. With 20% of the load being angular, 20% of the load being rounded and 60% of the load being sub-rounded. The average load size is 8.1 cm. At sit 3, the load is very rounded, 30% of the load is rounded with 70% of the load being very rounded. The average size is 3.6 cm. Over the course of the 3 sites, the load has gotten a full 10 cm smaller.

Examiner’s comments
While the candidate gave a very detailed description of the changes in the load, both shape and size, quoting evidence from all three sites they omitted to address the second part of the question which was to explain these changes. This meant that they forfeited half of the marks assigned to the question. A maximum of Lower Level 2 (three marks) was awarded to answers which focused on only one element of the question, regardless of the quality of response.
Award Level 2: 3/6

Q1d For a named river outside the British Isles which you have studied, evaluate the sustainability of the river management strategy used to manage its floods. [8]

Student’s response
The river is the Mississippi river in the U.S.A. The first hard engineering strategy used was the construction of 15 m high levees along 3,000 km of the river. These increased the capacity of the river. However, if they burst the flooding can be extreme. A second hard engineering is the construction of dams in over 100 tributaries. This effectively allows people to control the amount of discharge in the river, to prevent flooding. However, when the dams are closed large areas of land are flooded. A soft engineering strategy used in the planting of trees in the Tenesse Valley. This increases interception and transpiration and stops soil erosion. However the woodland can be used for nothing else. A second soft engineering strategy is the use of safe flood zones. This gives the river places it can flood into safely. However, useful land is lost. Overall the protection methods are quite sustainable, however if there is another major flood it could lead to severe damage.
Examiner’s comments

The candidate provided an excellent response with precise facts in response to the case study question on the sustainability of a river management strategy to manage floods on a river outside the British Isles. The discussion of more than one engineering method, (levees and dams, safe flood zones and afforestation) along with a clear evaluation of the sustainability of the strategy which included an overall conclusion enabled the candidate to achieve Level 3 marks. Furthermore, the candidate was able to organise the information required to answer the question coherently and used a good range of specialist terms with facility. Teachers and students should have a clear understanding of the distinction between river management methods and a river management strategy.

Award Level 3: 7/8

Question 1 Total = 19/25
Theme B: Coastal Environments

Q2a  Study the Ordnance Survey extract of part of the coast of North East Scotland and answer the questions which follow.

Q2a(i)  State the height of the land shown by the triangulation pillar at the top of Warth Hill, GR 3769. [1]

Student’s response

124  m

Examiner’s comments

The candidate correctly stated the height of the land as shown by the triangulation pillar at the top of Warth Hill.

Award: 1/1

Q2a(ii)  State the straight line distance from the viewpoint at Duncansby Head GR 405734 to Black Loch GR 373704. [2]

Student’s response

4.25  km

Examiner’s comments

The candidate measured the distance between the viewpoint and Black Loch accurately and scored the full two marks available. This is characteristic of a Grade A candidate. Candidates often find it difficult to measure accurately between two places identified by 6 figure grid references or struggle to convert their measurement to kilometres.

Award: 2/2
Q2a(iii) State the direction of Ness Head GR 3866 from St. John’s Point GR 3175. [1]

**Student’s response**

South East

**Examiner’s comments**

The direction was also correctly stated as South East.
Award: 1/1

Q2a(iv) Estimate the area of the mixed wood at GR 3370. Underline your answer in the list below. [1]

**Student’s response**

0.2 km² 1.0 km² 5.0 km²

**Examiner’s comments**

Many candidates find estimating area a challenging skill and this candidate falls into this category failing to score the mark for this question.
Award: 0/1
Q2b There is a wave cut platform along the coastline from St. John’s Point to Duncansby Head. Complete Table 3 below by placing the statements in numerical order to show how a wave cut platform is formed. One has been completed for you. [4]

Student’s response

<table>
<thead>
<tr>
<th>Statement</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>The notch is widened by erosion</td>
<td>3</td>
</tr>
<tr>
<td>Waves attack the base of a cliff</td>
<td>1</td>
</tr>
<tr>
<td>Eventually the cliff collapses and retreats leaving a wave cut platform</td>
<td>5</td>
</tr>
<tr>
<td>Over time the cliff begins to be undercut</td>
<td>4</td>
</tr>
<tr>
<td>A wave cut notch is formed</td>
<td>2</td>
</tr>
</tbody>
</table>

Examiner’s comments

The candidate was able to arrange the processes involved in forming a wave cut platform into the correct order scoring full marks. Steadily securing marks in all of these short response questions is an effective way in which to accumulate marks towards an A Grade.

Award: 4/4
Q2c  Study Photograph 1, which shows the Stacks of Duncansby, located south of Duncansby Head.

Explain how stacks such as these are formed. [5]

Student’s response

Waves attack the base of a headland and create a crack through hydraulic action. The crack is widened by hydraulic action and abrasion. The back wall is eroded through by hydraulic action and abrasion to form an arch. The arch is made larger by hydraulic action and abrasion until the roof collapses as there is nothing to support it. This leaves a stack.

Examiner’s comments

In explaining the formation of sea stacks the candidate was able to identify the processes involved in the correct order and the types of erosion taking place on the headland. This resulted in the candidate achieving Level 3 marks for this question. Specialist terms were used with precision in the answer.

Award Level 3: 4/5
Q2d  Many experts believe that some coastal areas are under threat and need to be protected. Explain one possible impact of climate change on a coast. [3]

Student’s response

Climate change could make sea level rise and flood some coastal areas. The increased amount of water could also increase the amount of erosion resulting in an accelerated loss of land.

Examiner’s comments

Full marks were achieved by the candidate for their explanation of one possible impact of climate change on a coast. In their response they stated that climate change could lead to a rise in sea level. They then outlined the consequence of this, that is flooding of coastal areas. This consequence was fully elaborated upon by linking it to increased erosion and the subsequent accelerated loss of land.

Award: 3/3

Q2e  Evaluate the sustainability of the coastal management strategy used to protect a named coastline in the British Isles. [8]

Student’s response

Coastal management strategies in Newcastle Co Down. The first hard engineering strategy used in Newcastle is the construction of sea walls. This involves building concrete walls to stop erosion of land. However, the curved walls make the backwash of waves stronger, increasing erosion of the beach. The second strategy used are gabions. These are large rocks put in mesh cages and placed along the coast. The make the waves lose energy, thus decreasing erosion. However, they are very ugly and can break. The third strategy used in the use of groynes. These wooden walls are built at right angle to the coast on the beach. They stop the loss of sand to longshore drift, however, beaches north east of Newcastle are starved of sand. They also rot and need to be replaced. The final strategy used is rock armour large boulders are placed on the coast to make waves lose energy. However, they are ugly. Overall the strategies do their jobs but are not sustainable and are expensive. They also have negative effects down the coast.
Examiner’s comments

This case study afforded the candidate an opportunity to demonstrate their knowledge and understanding in extended writing. The command word 'evaluate’ meant that the candidate was not only required to sum up the ways in which the strategy to manage a named coastline was sustainable, but also include a full evaluative comment and conclusion. The candidate described the use of the sea wall, gabions, rock armour and groynes. However, the evaluation of these methods in the overall strategy while correct lacked specific detail. Nevertheless, an overall conclusion was included so the response achieved a mark in Level 3. A higher mark could have been achieved for a broader evaluation in relation to sustainable development and more specific facts.

Award Level 3: 6/8

Question 2 Total = 21/25
Theme C: Our Changing Weather and Climate

**Q3a** Study Table 4 below which shows three weather recording instruments. Answer the question that follows.
Complete Table 4 by writing the correct answers in the blank boxes. [3]

<table>
<thead>
<tr>
<th>Weather instrument</th>
<th>Name of instrument</th>
<th>Weather element recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemometer</td>
<td></td>
<td>Wind speed</td>
</tr>
<tr>
<td>Digital Thermometer</td>
<td></td>
<td>Temperature</td>
</tr>
<tr>
<td>Rain Gauge</td>
<td></td>
<td>Precipitation</td>
</tr>
</tbody>
</table>

**Examiner’s comments**

The candidate achieved full marks for naming the weather instruments and identifying the weather element recorded. This was a very straightforward question and an opportunity to gain valuable marks.
Award: 3/3
Q3b Study **Fig. 2** which gives information about some factors that can affect the climate of a place.

Complete **Fig. 2** by drawing a line to join each factor with its correct description. One has been completed for you. [3]

**Student's response**

![Diagram]

**Fig. 2**

**Examiner's comments**

The candidate correctly matched the factors which can affect the climate of a place with the explanations of how they operate. This allowed the candidate to demonstrate their knowledge and gain full marks without having to write at length.

Award: 3/3
Q3c Name **two** types of cloud and describe one way they are different from each other. [3]

Student’s response

2 types of clouds are cirrus and stratus. *Cirrus clouds have high altitude while stratus clouds have a low altitude.*

Examiner’s comments

Another response which attracted full marks as the candidate was able to name both cirrus and stratus clouds and described one difference between the cloud types namely that cirrus clouds are found at high altitudes while stratus are seen at lower altitudes.

Award: 3/3
Q3d  Study Fig. 3 below which shows a synoptic chart for a day in November. Answer the questions that follow.
Q3d(i) Name the type of weather system shown in Fig. 3. [1]

**Student’s response**  
Depression

**Examiner’s comments**  
The candidates identified the weather system correctly as a depression.  
Award: 1/1

Q3d(ii) Using Fig. 3, complete Table 5 to show the three weather conditions experienced at Edinburgh. [3]

**Student’s response**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 5</strong></td>
<td></td>
</tr>
<tr>
<td>Cloud cover</td>
<td>4 oktas</td>
</tr>
<tr>
<td>Wind speed</td>
<td>3–7 knots</td>
</tr>
<tr>
<td>Wind direction</td>
<td><em>South easterly</em></td>
</tr>
</tbody>
</table>

**Examiner’s comments**  
Two out of three weather conditions as recorded using the weather station symbol at Edinburgh were identified correctly. The only erroneous answer was the wind direction.  
This series of short response type questions also reveal the fact that A Grade candidates score highly on all of these questions losing only a few marks.  
Award: 2/3
Q3d(iii) Explain how and why rainfall and temperature will change at Edinburgh over the next 24 hours. [6]

**Student's response**

At Edinburgh the weather is currently quite calm and dry. The wind speed is low and the temperature will be quite high. However, when the cold front reaches Edinburgh, the temperature will drop. There will be more cloud cover, faster wind speeds and potential rain.

**Examiner's comments**

In this answer the candidate outlined some expected changes in the weather at Edinburgh namely a drop in temperature and an increase in cloud cover, However, the explanation as to why this is expected to happen was brief. The changes were attributed to the expected arrival of the cold front but there was little elaboration as to why this would lead to the changes. As this is the case the response was awarded low Level 2.

Award Level 2: 3/6

**Q3e** With reference to your case study of an extreme weather event outside the British Isles, describe the impacts this had on people. [6]

**Student's response**

Extreme weather event Hurricane Haiyan

The first impact is the death of 1690 people. This would give families stress and sadness over the death of loved ones. Another impact is the destruction of 10,390 schools. This will severely disrupt the education of children. The main terminal of the Tacloban Airport was destroyed, severely disrupting travel to and from the country.

**Examiner's comments**

The candidate successfully identified an extreme weather event outside the British Isles namely Typhoon Haiyan. Three impacts on people were stated with some elaboration which placed this response in the Level 3 Mark Band. However, in order to secure full marks, the candidate would need to have elaborated further on the impacts and include more specific facts. It was noted that the actual death toll was 6190 and not the 1690 deaths as stated by the candidate.

Award Level 3: 5/6

Question 3 Total = 20/25
Theme D: The Restless Earth

Q4a  Study Fig. 4 which shows the location of fold mountains in the world. Answer the questions which follow.

Image of map removed due to copyright issues

Q4a(i)  Describe the world distribution of fold mountains shown on Fig. 4, referring to named places in your answer. [4]

Student’s response

Fold mountains are found in belts along plate boundaries. This is because they are formed at destructive and collision plate boundaries. An exception is the fold mountains found in Spain.

Examiner’s comments

This question required candidates to describe the distribution of fold mountains on Fig. 4 referring to named places in their answer. The candidate correctly stated that the fold mountains were found in belts along plate boundaries. They also noted the exception of fold mountains in Spain. The remainder of the answer was taken up with explaining that the fold mountains were formed at destructive and collision plate boundaries with no place reference. The candidate lost marks by failing to give a full description of the location of more belts of fold mountains either by referring to named places or named plates.

Award: 2/4
Q4a(ii)  Fold mountains are often made of sedimentary rocks. Explain how sedimentary rocks were formed. [3]

Student’s response

Sedimentary rock is formed from sand or sediment. The sediment enters the sea and sits on the seafloor. Over time the sediment builds into layers. Pressure increases on the bottom layers and they cement together. When the water evaporates or dries up the rock is exposed.

Examiner’s comments

Full marks were achieved for the answer as the candidate identified that sedimentary rocks were made from sand or sediment laid down on the sea bed. The fact that the sediments are deposited in layers and the impact of pressure was also addressed. A succinctly answered question which covered all relevant points.
Award: 3/3

Q4b  What is the difference between the focus and the epicentre of an earthquake? [3]

Student’s response

The focus is where the seismic waves come from underground. The epicentre is the point above the focus on the surface.

Examiner’s comments

A good but incomplete answer. The location of both the focus and the epicentre was stated but more detail on the description of the difference would be required for 3 marks.
Award: 2/3
Q4c  One consequence of an earthquake is a tsunami. State the meaning of the term tsunami.  [2]

**Student’s response**

*A tsunami is a large tidal wave of water caused by an underwater earthquake.*

**Examiner’s comments**

The response was judged to be worthy of full marks. The candidate stated that a tsunami is a large wave and elaborated by indicating its cause, an underwater earthquake. Teachers should note that the use of the term ‘tidal wave’ is no longer considered to be correct.

Award: 2/2

Q4d  Explain why volcanoes are often located along constructive plate boundaries.  [4]

**Student’s response**

*At constructive plate boundaries 2 plates are being pulled apart. Lava rises to fill the gap left. Over time shield volcanoes are formed, which erupt often, but not violently.*

**Examiner’s comments**

This was another question where the candidate lost half of the marks for limited explanation. The candidate knew that constructive boundaries are found where plates are being pulled apart and that lava (more correctly magma) rises to fill the gap left. There was no evidence of awareness of the cause of the plate movement or reference to convection currents. Further detail was also expected to illustrate the fact that the rising magma along a mid-ocean ridge creates volcanoes. In general, the candidate’s response was too general and they did not fully elaborate on the processes.

Award Level 2: 2/4
Q4e Complete Table 6 below by using a tick (✔) to show the three characteristics which are true of supervolcanoes. [3]

Student’s response

Table 6

<table>
<thead>
<tr>
<th>Characteristic of supervolcanoes</th>
<th>Tick (✔) only three correct statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>It erupts violently from a large magma chamber</td>
<td>✔</td>
</tr>
<tr>
<td>It has a wide cone with gentle slopes</td>
<td></td>
</tr>
<tr>
<td>It forms from a collapsed caldera</td>
<td>✔</td>
</tr>
<tr>
<td>It is caused by pressure building up over a long time</td>
<td>✔</td>
</tr>
<tr>
<td>It has a high cone made of layers of ash and lava</td>
<td></td>
</tr>
</tbody>
</table>

Examiner’s comments

This was another relatively straightforward question where the candidate was able to demonstrate their knowledge of the characteristics of supervolcanoes. Full marks were awarded.
Award: 3/3
Q4f  Study Fig. 5 a satellite image and photograph of the supervolcano Campi Flegrei area in Italy. Answer the questions which follow.

Q4f(i)  Name the town which is in the supervolcano area.  [1]

Student’s response

Pozzuoli

Examiner’s comments

The candidate correctly identified the town in the supervolcano area shown in Fig.5. This data response question provided an easy opportunity to pick up a mark.
Award: 1/1
Q4f(ii) The city of Naples is under threat from the supervolcano. Outline **one** potential impact on the people of Naples if this supervolcano were to erupt. [2]

**Student's response**

*The people of Naples could be killed by volcanic ash erupted from the volcano.*

**Examiner's comments**

Full marks were achieved for outlining the potential impact on the people of Naples, if the supervolcano was to erupt. The fact that people could be killed was credited as was the elaboration as to why this would happen.

Award: 2/2

Q4f(iii) Discuss **one** potential global impact on the environment of a named supervolcano eruption which you have studied. [3]

**Student's response**

Name of supervolcano eruption *Yellowstone*.

*The global temperature would drop by 10°C for 6 to 10 years. This would be caused by sulfuric gases erupted from Yellowstone.*

**Examiner's comments**

The final question was successfully answered by the candidate. In this they were able to discuss the potential global impact if their named supervolcano was to erupt. The answer was well written with specific facts, for example detail on the degree of the temperature drop and the duration of the impact.

Overall the A Grade candidate could be described as scoring full or close to full marks in the short questions and data response questions and also achieving Level 3 Mark Band marks in the case study questions. This strong foundation allowed them to achieve their A grade despite answering some of the description and explanation questions in a more superficial manner.

Award: 3/3

Question 4 Total = 20/25

Overall Total = 80/100
GCSE: Geography

Unit 2: Living in Our World

Grade: A Exemplar
Theme A: Population and Migration

Q1a  Study Fig. 1 which illustrates information relating to global population changes. Answer the questions which follow.

Q1a(i) Complete Table 1 using information from Fig. 1 by ticking the appropriate box to show whether the following statements are true or false. One has been completed for you. [3]

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Births per woman are decreasing.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The projected global population aged 60 years or over will be 3.1 million in 2100.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The projected number of births per woman in 2050 is 2.2.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Between 1990 and 2100 it is estimated there will be an additional 2.6 billion people aged 60 years or over.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Examiner’s comments

Only one statement about global population changes was correctly categorised by the candidate.

Award: 1/3
Q1a(ii) Explain why birth rates are decreasing globally. [3]

Student's response

There are many reasons why birth rates are decreasing. For example, women have become more career oriented in recent years and there is increased availability in contraception. This also may be due to increased awareness of family planning.

Examiner's comments

The candidate has explained the decrease in birth rates by linking the fact that women have become more career minded in recent years and that there is increased availability of contraception. This elaboration could have been expressed more coherently by stating that increased availability of contraception has enabled women to be more career minded resulting in a decrease in the birth rate. The increased awareness of family planning is an additional reason and cannot be awarded a further mark. To achieve the third mark, the candidate needed to address the global dimension of the question and emphasise how this change is particularly related to MEDCs.

Award: 2/3

Q1a(iii) Explain one social implication of an ageing population. [3]

Student's response

This can leave many families with huge responsibilities to look after elderly family members who can no longer look after themselves. This is added stress on top of their own work and family life.

Examiner's comments

This question was awarded full marks as the candidate identified a valid social implication of an ageing population – additional responsibilities placed on the family. They were able to outline a consequence of this with some elaboration - this means they have to look after elderly relatives who can no longer look after themselves – causes extra stress on top of their own work and family life. While awarded the three available marks, this answer could have been enhanced by the inclusion of a specific reason why the family had to look after their relatives – eg due to a degenerative illness like Parkinson's/ dementia which left them unable to look after themselves.

Award: 3/3
Q1b Study Fig. 2 which shows where refugees sought asylum in Europe between January and August in 2015. Answer the question which follows.

Q1b(i) State the range in the number of refugees who sought asylum in Portugal between January and August in 2015. [1]

Student’s response

0–999

Examiner’s comments

The candidate correctly stated the range in the number of refugees who sought asylum in Portugal in the specified period.
Award: 1/1
Q1b(ii) Using the data presented in Table 2, complete Fig. 3 to show the number of refugees who sought asylum in Germany. [2]

Table 2

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK</td>
<td>20,000</td>
</tr>
<tr>
<td>France</td>
<td>40,000</td>
</tr>
<tr>
<td>Hungary</td>
<td>40,000</td>
</tr>
<tr>
<td>Germany</td>
<td>220,000</td>
</tr>
</tbody>
</table>

Student’s response

Examiner’s comments

The candidate accurately completed the bar for Germany and finished the graph by shading the bar solidly to match the style of the other columns.
Award: 2/2
Q1b(iii) Describe the difference between an economic migrant and a refugee. [4]

**Student’s response**

An economic migrant is not forced to leave their country. They leave voluntarily and to live permanently or semi permanently in another country. This may be to find employment or they may have a family member in that country. However, a refugee is someone who is forced to leave their country because of conditions such as war.

**Examiner’s comments**

To achieve full marks candidates needed to state that economic migrants moved for economic advantage with an example e.g. for work, while refugees move due to fear or persecution, again with an example. The fact that economic migrants chose to move while refugees are forced to flee also needed to be incorporated into the answer. This response was deemed worthy of full marks. However the response would have been enhanced by reference to the need for an individual fleeing persecution to apply for refugee status in the destination country.

Award: 4/4

Q1b(iv) Describe how one physical feature may act as a barrier to migration. [3]

**Student’s response**

In order to migrate to another country, a person will need a visa. It can be very hard to apply and receive one and some people may be denied access to one meaning they cannot go to that country.

**Examiner’s comments**

Unfortunately the candidate failed to achieve any marks for this answer as their response cited a Visa as a physical barrier to migration. This is a human barrier and therefore cannot be credited.

Award: 0/3
Q1b(v) With reference to an area you have studied, discuss the challenges faced by refugees and the destination country to which they travelled. [6]

Student’s response

Greece is located in the south of Europe and acts as a route way into Europe for many refugees. After a period of unrest in Syria, civil war began in 2011, forcing many Syrians to leave their homes and country. By 2014, 814,000 Syrians migrated to Greece. This causes challenges for both refugees and Greece. Firstly, some borders have been closed making it increasingly difficult for Syrians to get into the countries. When they get there, they are put in overcrowded refugee camps with poor sanitation. They receive no education or employment and sometimes can be victims of racial hate crimes. Refugees put a strain on Greece’s resources and services. They also cause unemployment and this explains why $\frac{1}{3}$ of the population live in poverty. Lastly, there has been a decline in tourists in Greece due to this problem, making them suffer economically.

Examiner’s comments

The candidate has identified the recipient country, Greece, and the source country of the refugees, Syria. The answer includes a discussion of the problems faced by the refugees and looks at the situation from the point of view of Greece but more specific facts would have been needed for full marks.

Award Level 3: 5/6

Question 1 Total = 18/25
Theme B: Changing Urban Areas

Q2a Study Fig. 4 which shows some land-use zones in a MEDC city. Answer the questions which follow.
Q2a(i) Name the land-use zones labelled in Fig. 4. Choose your answers from the list below. One has been completed for you. [3]

<table>
<thead>
<tr>
<th>Inner City</th>
<th>Shanty Town</th>
<th>CBD</th>
<th>Rural Urban Fringe</th>
</tr>
</thead>
</table>

Student’s response

<table>
<thead>
<tr>
<th>Letter</th>
<th>Land-use Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>CBD</td>
</tr>
<tr>
<td>B</td>
<td>Inner City</td>
</tr>
<tr>
<td>C</td>
<td>Suburbs</td>
</tr>
<tr>
<td>D</td>
<td>Rural Urban Fringe</td>
</tr>
</tbody>
</table>

Examiner’s comments

Full marks awarded for correctly identifying the land use zones labelled in Fig.4.
Award: 3/3

Q2a(ii) List three characteristics of the CBD. [3]

Student’s response

1. lots of shops and offices
2. tall buildings
3. traffic congestion

Examiner’s comments

All three characteristics of the CBD were credited. The fact that there were ‘lots of offices’ was deemed acceptable and the buildings were qualified as ‘tall’. Traffic congestion is also valid.
Award: 3/3
Q2b Study Fig. 5 which provides information about the number of shanty and non-shanty households in the city of Mumbai in 1981 and 2011. Answer the questions which follow.

Describe and explain the change in the percentage of people living in shanty town areas in Mumbai. Give two reasons in your answer. [6]
Student’s response

The percentage of people living in shanty towns increased by 32% from 1981 to 2011. This may be because of increased unemployment rates and a lack of skills and education obtained by a person. This means they will not get well-paid jobs and may find themselves working in the informal sector where they may only earn very low wages, meaning they will not be able to afford a house. This also may be because of the high living costs and costs of houses. They will not be able to afford a house.

Examiner’s comments

The demands of this question were clearly stated – describe and explain the change in the percentage of people living in shanty town areas in Mumbai. The candidates were also informed that they had to give two reasons in their response. The candidate accurately calculated the 32% increase in shanty town households in Mumbai between 1981 and 2011. However, the explanation all related to the availability of employment which paid low wages so only shanty town accommodation was affordable. This meant that Level 2 was the maximum that could be awarded. To get into Level 3 the candidate needed to identify an additional reason for the growth in the percentage of shanty town households, e.g. the higher rates of service provision in urban areas with exemplification.

Award Level 2: 4/6

Q2c Inner cities in MEDCs face many issues. Describe the issues associated with cultural mix and housing in inner city areas. Refer to places to illustrate your answer.

Student’s response

Cultural mix: [4]

Many people in large cities such as London come from different backgrounds. This may cause an increase in hate crimes against people of different races or religions, eg Muslims in New Zealand. A cultural mix may also cause people to blame immigrants for the lack of employment in their city/country.

Housing: [4]

Housing in inner cities is more than likely to be 100+ years old, meaning they are old and fragile and may suffer urban decay. Houses in the inner city is also mostly terraced housing, meaning they are squished together with no driveways or gardens and are densely populated. terraced housing in the inner city is sometimes used as multiple occupancy homes or Student accommodation eg Holy Lands, Belfast.
Examiner’s comments

To achieve full marks in this question the candidates needed to provide a valid issue for both aspects of the question, i.e. an issue relating to cultural mix and one relating to housing. Each of these issues needed to be developed with a clear consequence and elaboration and include place reference. This candidate successfully addressed these requirements for the housing section of the question, identifying the condition and occupancy of terraced housing over 100 years old in the Holy Land area of Belfast. However, in relation to the cultural mix they only briefly commented on hate crimes in London. The remainder of the answer did not fully develop this point with specific detail relating to London. The reference to Muslims in New Zealand is not relevant in the context of inner city London.

Award: 3 + 4 = 7

Q2d With reference to one MEDC urban planning scheme you have studied, describe the improvements this scheme has made to transport and the environment. [5]

Student’s response

During the industrial revolution, Belfast was a very strong city and during the 1800s it had the largest shipyard in the world called Harland and Wolff. However, over time the busy factory site became a derelict brownfield site. Titanic Quarter Ltd chose to develop this 75-hecaire site into a modern development called Titanic Quarter. It is located just 1.2 miles away from the town hall meaning you are within walking distance of work, leisure and living and there is also easy access by car following the M3. There are public transport links (trains and buses) and also pedestrian walkways and cycle routes, reducing CO2 omissions and congestion. Living in Titanic Quarter reduces traffic congestion, decreases pollution and reduces contaminated air. Derelict buildings have been transformed and rebuilt using local, environmentally responsible materials which do not omit greenhouse gases into the atmosphere and are therefore good for the environment.

Examiner’s comments

In their response to this question the candidate began with a quite lengthy introduction on the industrial history of Belfast and the emergence of the Titanic Quarter. This wasted valuable time and space as it was not credited with any marks. Students should be encouraged by their teachers to start straight in to answering the question set. While both improvements to transport and the environment were touched on, the candidate’s response was quite general and lacked specific detail on these aspects so Level 2 marks were awarded. To achieve Level 3 marks, the candidate would have needed to include details such as the dedicated bus service operating every 12 minutes from Wellington Place and the landscaped 1.5 km lough-side walkway. Quality of written communication is good.

Award Level 2: 3/5

Question 2 Total = 20/25
Q3a Study Fig. 6 which shows the percentage of people who can afford to access the internet. Answer the questions which follow.

Q3a(i) Underline the correct phrase in each of the following sentences about the distribution of people across the world who can afford to access the internet. [4]

Student’s response

- The percentage of people who can access the internet in **Australia / Brazil** is over 75%
- The percentage of people who can access the internet in Mexico is **25–49% / over 75%**
- The percentage of people in the continent of Africa who can access the internet is mainly **over / under 25%**
- A greater percentage of people can access the internet in **MEDCs / LEDCs**
Examiner’s comments

This question took the format of statements about the distribution of people across the world who can afford access to the internet. It was a data response question where candidates had to underline the phrase which correctly completed the statement. As would be expected from A-grade students, the candidate was able to underline the correct answer from the two provided in each statement and so scored full marks. It is a characteristic of Grade A students that they regularly score high or full marks in these more straightforward types of questions.

Award: 4/4

Q3a(ii) Access to the internet is an economic indicator of development. Explain why this may not be the most effective measure of development. [3]

Student’s response

Using this as an economic indicator of development assumes that every household has access to the internet. Not everyone can afford this or has the resources for it, meaning it is an inaccurate indicator.

Examiner’s comments

This question required the candidate to acknowledge that access to the internet is only one economic indicator of development. They needed to clarify the fact that it does not take into account social measures of development and state that a composite measure such as the HDI would provide a more accurate measure of development. This candidate scored just one point as they only focused on the fact that access to the internet is an economic measure and that many people may not be able to afford internet access.

Award: 1/3
Q3b There are many factors which hinder the development of LEDCs. Sort the statements below into environmental or historical factors by drawing an arrow for each. One has been completed for you. [4]

**Student's response**

<table>
<thead>
<tr>
<th>Historical</th>
<th>Factors hindering development</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Land destroyed by mining for minerals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eruption of volcanoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources removed for processing in Europe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>People forced to work on plantations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diseases spread by mosquitoes</td>
<td></td>
</tr>
</tbody>
</table>

**Examiner's comments**

The candidate had no difficulty in classifying the factors which hinder development into historical or environmental categories. All four factors were correctly classified leading to full marks being achieved in this question.

Award: 4/4
Q3c  Sustainable Development Goals aim to reduce the development gap. Name two of these goals. [2]

Student’s response

1. Goal 1:  *End poverty in all its forms everywhere.*
2. Protect ecosystems and biodiversity.

Examiner's comments

This question required candidates to name two of the Sustainable Development Goals. Only one mark was awarded as the second answer was imprecise. For goal 15 it should have read ‘Protect and promote sustainable use of the land, including forests and biodiversity’. In order to secure marks for this question candidates needed to use the wording of the Sustainable Development Goals as provided by the United Nations.

Award: 1/2

Q3d(i)  State the meaning of the term *appropriate technology.* [2]

Student’s response

*technology designed to help people in LEDCs which is made to fit their level of development and available resources and has minimal impact on the environment.*

Examiner’s comments

The candidate was awarded two marks for their definition of appropriate technology as it was suited to the level of development of the local people in LEDCs and has a low impact on the environment. In this way the idea of sustainability is readily conveyed in the answer.

Award: 2/2
Q3d(ii) Name one appropriate technology product you have studied. [1]

**Student’s response**

*Hippo Water Roller*

**Examiner’s comments**

One mark was easily achieved for stating a hippo water roller as an appropriate technology product.

Award: 1/1
**Q3e** Outline how globalisation has changed a named BRICS country you have studied and discuss how globalisation has helped and hindered development in your named country. [9]

**Student’s response**

Name of BRICS country  
**India**

Globalisation is the way in which countries all over the world have become linked by trade, ideas and technology and it has both helped and hindered the development of India. India is a newly industrialised country and a part of the BRICS, with a population of 1.32 billion. Indian economy has opened up since the 1900s due to barriers to trade being demolished, entrepreneurs being encouraged and foreign investors being welcomed. The economy has increased massively from 3% in 1970 to 78%. In 1997 and it is still expanding. Globalisation has also helped the country to gain back Indians who migrated in the past due to the poor economy and lack of technology, and this has caused a brain-gain. However, some people believe that globalisation has widened the development gap between the rich and the poor in India and also eroded away cultural traditions and values. Finally, there is still a massive amount of poverty in India 300 million people live on less than $1 a day and almost half the amount of children aged under 5 year old are malnourished. Many homes don’t have a connection to electricity and $\frac{1}{3}$ of Indian homes don’t have a toilet.

**Examiner’s comments**

This question was found challenging by a number of candidates and it attracted a large number of marks (9). To be successful the candidate needed to outline the nature of globalisation in their chosen BRICs country and then discuss how this helped or hindered the development of the country. Accurate factual detail relating to the chosen country was also required. This candidate was successful in all aspects of the question. They defined globalisation and outlined the nature of it in India – foreign investment due to the removal of trade barriers. They also described the positive and negative aspects of the globalisation with specific supporting facts e.g. the percentage increase in the economy and the brain-gain experienced. To address the hinder part of the question they highlighted the loss of some cultural traditions and included statements supported by specific facts which illustrate that the benefits have not been experienced by all. Furthermore, the candidate expressed their answer with excellent spelling, punctuation and grammar. The information provided was well organised and the text was fluent and legible. The answer also made effective and precise use of specialist terms. Full marks were awarded for this balanced and comprehensive answer.

Award Level 3: 9/9

Question 3 Total = 22
Theme D: Managing Our Environment

Q4a  Study Fig. 7 which shows the waste hierarchy diagram. Answer the questions which follow.

Q4a(i) Complete Fig. 7 by writing the missing waste management methods in the correct order in the hierarchy. Two have been completed for you. [3]

Student’s response

Examiner’s comments

Again typical of a Grade A student, this candidate was able to complete the waste hierarchy diagram correctly achieving the full marks available for the question.

Award: 3/3
Q4a(ii) Underline the correct word to complete the following statements about waste. One has been completed for you. [2]

Student’s response

- The waste hierarchy diagram shows how much waste is produced/the methods used to deal with waste.
- Re-use is a sustainable/unsustainable form of waste management.
- Incineration means dumping/burning waste.

Examiner’s comments

The candidate correctly recognised ‘re-use’ as a sustainable form of waste management and identified burning waste as the meaning of incineration.

Award: 2/2
Q4b Study Fig. 8 which shows the location of offshore wind farm zones around the UK. Answer the questions which follow.

Q4b(i) Name the smallest offshore wind farm zone in Fig. 8. [1]

**Student’s response**

*Hastings*

**Examiner’s comments**

The candidate correctly identified Hastings as the smallest offshore wind farm zone in Fig. 8.

Award: 1/1
**Q4b(ii)** Describe the distribution and number of offshore wind farm zones around the UK as shown in Fig. 8. [4]

**Student’s response**

*Fig. 8 shows that off shore wind farm zones are not evenly distributed around the UK as there is 6 around England but only 2 around Wales and Scotland and none around Northern Ireland.*

**Examiner’s comments**

This question should have been straightforward for a good candidate to score well in as it was totally data response based. However, the candidate achieved just one mark out of a possible four as their description was somewhat superficial. The question required the candidate to describe both the distribution and number of wind farm zones around the UK. The candidate did not state the correct number of windfarms and the distribution was addressed in simple terms. To achieve more marks a fuller description incorporating place names and cardinal points would have been needed.

Award: 1/4

**Q4b(iii)** Explain one disadvantage of a chosen renewable energy source. [3]

**Student’s response**

*Wind power is often used as a renewable energy source through turbines in wind farms. This can be unreliable as there may not be wind every day and so on the calm days, no wind will be generated.*

**Examiner’s comments**

This response was comprised of a valid statement and consequence relating to wind energy so achieved 2 marks. To gain the additional mark available the candidate needed to elaborate further on the consequence of wind energy being unreliable.

Award: 2/3

CCEA EXEMPLIFYING EXAMINATION PERFORMANCE
Q4c  Tourism brings in money to an area.

Study Fig. 9 which shows the amount of money generated from tourism in Northern Ireland over a number of years. Answer the questions which follow.

![Chart showing money generated from tourism in Northern Ireland from 2014 to 2017.](chart.png)

Q4c(i) Describe the trend shown in Fig. 9. [3]

**Student's response**

There has been a massive increase of the amount of money generated from tourism from 2014 to 2017. In 2014, £720 million pounds was generated from tourism in Northern Ireland, whereas in 2017 it increased to £910 million. A total increase of £190 million.

**Examiner's comments**

A fair attempt was made by the candidate to describe the trend in money earned from tourism but only figures for two dates plus their difference was quoted. In order to achieve full marks the candidate needed to quote at least three figures and dates and note the trend.

Award: 2/3
Q4c(ii) Describe one way a person could act as a responsible tourist. [2]

Student’s response

Respect the locations cultural traditions and values and do no mock them.

Examiner’s comments

Full marks were awarded for this answer as the candidate identified a way in which a person could act as a responsible tourist and qualified their answer.

Award: 2/2

Q4c(iii) Evaluate the cultural and environmental impacts of mass tourism. You should refer to places in your answer. [7]

Student’s response

Mass tourism is the movement of large amounts of people to tourist destination which can sometimes lead to negative relationships between tourists and locals. Sometimes tourists can vandalise local and cherished property. For example, it became a trend to carve names on the great Barrier Reef in Australia. Tourists can also use a lot of the countries water eg through swimming pools and can litter, leaving the area unclean. Some tourists may think that its funny to mock local and cultural traditions and values and locals will find this disrespectful and offence. However, mass tourism can also make locals feel pride for their culture and they could learn new skills from the tourists and vice versa. It could also help them financially if locals buy things from their small businesses.

Examiner’s comments

While the candidate made a good attempt to evaluate the cultural impacts of mass tourism with relevant examples from a named place, they only included negative environmental impacts. To fully evaluate the impact of mass tourism they needed to include reference to positive environmental impacts. As this was not included in what was an otherwise well-structured answer, only 5 marks could be awarded. In questions requiring evaluation, both positive and negatives/ advantages and disadvantages should be discussed and the answer should include an overall judgement or conclusion in order to achieve the final mark. Regarding QWC, in this response the candidate wrote with accuracy and utilised some specialist terms to provide a well written answer.

Award Level 2: 5/7

Question 4 Total = 18/25

Overall Total = 78/100
GCSE: Geography

Unit 3: Fieldwork

Grade: A Exemplar
Answer all questions

Attach your fieldwork statement and table of data to this paper.

Q1 Study Fig. 1 which shows the geographical enquiry process. Complete Fig. 1 by naming the three missing stages of the geographical enquiry process. [3]

Student's response

Stage 1: Planning

Stage 2: Methodology

Stage 3: Processing and presenting data

Stage 4: Analysing and interpreting data

Stage 5: Drawing Conclusions

Stage 6: Evaluating data

Fig. 1
Examiner’s comments

Stages 2, 5 and 6 were correctly named by the candidate.
Award: 3/3

Q2 State one risk considered when planning your fieldwork investigation and explain how you reduced this risk.

Student’s response

How this risk was reduced [3] : We ensured that the depth was measured correctly before entering the river. Weather conditions were also looked at to ensure that the river was not flowing dangerously fast. Also we made sure to listen carefully to instructions given by teachers and the FSOs.

Examiner’s comments

The candidate demonstrated good understanding of the nature of risk in relation to their fieldwork. They identified the risk of potential drowning and offered a few ways in which this could be mitigated against. Enough elaboration was provided to enable the candidate to achieve full marks. All three methods suggested to reduce risk could be linked together – checking weather forecast and testing the water depth whilst following instructions carefully.
Award: 1 + 3 = 4
Q3(i) When you planned your fieldwork you stated at least two hypotheses. State one hypothesis and use the graph paper to present the data for this hypothesis. Your graph must be drawn using only data from your table of data. [8]

**Student’s response**

Chosen hypothesis: Velocity of the river increases as you go downstream.

Title of graph: *Graph showing the velocity of the River Shimna as it goes downstream.*
Examiner's comments

A valid hypothesis and suitable graph title was cited by the candidate. Data for all six sites was accurately plotted by the candidate to show the velocity of the river with increasing distance downstream. An appropriate graphical technique was utilised and both axes were labelled correctly. Full marks were therefore awarded.

Award: (T = 2, Tech = 1, A = 3, C = 2) = 8

Q3(ii) Explain why you chose to draw this type of graph. [3]

Student's response

This line graph is continuous so it is able to show the gradual change of the velocity as it gets further from the source. This makes it easier to see the trend of the results.

Examiner’s comments

Full marks were also awarded to the candidate for their justification of their chosen type of graph. The continuous line showed the change of velocity with distance from the source. This was developed by the candidate explaining that this graph made it easier to see the trend.

Award: 3/3

Q3(iii) Describe the pattern or relationship that your graph shows.
Use figures to support your answer. [4]

Student's response

The graph shows that as you go further downstream the velocity also increases. At 1 km it was just 0.16 m/s, whereas 11 km from the source the velocity was 0.57 m/s therefore proving the hypothesis to be correct.

Examiner’s comments

The relationship between the two variables was clearly stated – further downstream the velocity increases. This was confirmed by the candidate’s accurate quoting of supporting figures. Two pairs of figures were stated to substantiate the stated relationship. No anomalies were present so the candidate was awarded full marks.

Award: 4/4
Q3(iv) Suggest a geographical reason for the pattern or relationship shown in your graph. [3]

Student’s response

The friction acting on the water decreases as you go downstream as the river bed and the bedload have become smoother as a result of erosion.

Examiner’s comments

The candidate has explained the pattern identified in the previous question in terms of a decrease in friction due to erosion of bed and bedload. This was credited two marks. To achieve full marks in the question the candidate would have needed to develop their answer with more specific details, e.g. by naming the appropriate methods of erosion or describing how the reduction in friction could contribute to an increase in velocity.

Award: 2/3
Q4 Choose a different hypothesis from the one you used in Question 3 and write it out below.

Student’s response

Chosen hypothesis: *Width and depth increase as you get further from the source.*

Describe the data collection method used to collect the primary data for this hypothesis. [5]

*To collect width we used a tape measure. One person was to stand on one side of the river holding the measuring tape. The another person must grab the other end of the tape and walk to the other side of the river until they reach the bank of the river. You then record the measurement on the tape measure. To collect the depth we used a metre ruler. We placed the ruler on the river bed at the left bank, right bank and the middle. When on the bank you place your thumb were the surface of the water meets the ruler and read the value at eye-level. We then took an average depth using the 3 results.*

Examiner’s comments

The candidate selected a different hypothesis for this question as demanded by the rubric of the question. The equipment used was specified in the answer, that is, a tape measure and a metre ruler. The methodology was explained in good detail and the fact that an average was calculated using the three depths was noted. Furthermore, the written work was presented effectively and the meaning was clear. Award: 5/5
Q5(i)  State one secondary source used in your fieldwork enquiry. [1]

**Student’s response**

Secondary source: *Mournes OS map*

**Examiner’s comments**

The Ordnance Survey map of the Mournes was credited as a valid secondary source in the fieldwork enquiry.  
Award: 1/1

Q5(ii)  Outline how this source was used in your investigation: [2]

**Student’s response**

*We used this source to choose the locations of our sites based on accessibility and safety. It also showed us the distance from the source at our sites.*

**Examiner’s comments**

An appropriate response outlining how the OS map of the Mournes was used in the investigation. The candidate stated that the map was used to identify suitable sites taking accessibility and safety into account and the sites were also chosen using the scale of the map to provide a profile which would demonstrate sites with increasing distance downstream.  
Award: 2/2
Q6(i)  Describe one possible problem of your data collection methods. [3]

Student’s response

The data may not be accurate, as the study may only have been conducted once. Human error will have possibly caused results to be inaccurate as those taking part had a lack of experience.

Examiner’s comments

In general, candidates found this question the most challenging on the paper. They were tasked with describing one possible problem of their data collection methods. The candidate identified two possible problems. The first related to the fact that the study was conducted only once but the inherent problem in this was not elaborated upon. A second possible problem was identified as lack of experience on the part of those undertaking the data collection. Again this was not elaborated on with either examples or further detail.

Award: 1/3

Q6(ii)  Describe how you could extend your study. [4]

Student’s response

We could extend our study by visiting the Shimna river for a second time and taking an average of the results from both visits. We could also increase the number of sites we visited to obtain a wider range of results to make them more accurate.

Examiner’s comments

A sound description was provided as to how the study could be extended. This focused on increasing the sampling to give greater validity to the results. It was suggested that the number of sites could be increased or a second visit could have been made and the average taken. A concluding sentence pulling the suggested approaches together would have one way by which the candidate could have secured the final mark. It is worth noting that increasing the number of sites is more likely to increase the validity of the conclusions rather than the accuracy of the results.

Award: 3/4

Overall Total = 36/40