



GCSE EXAMINERS' REPORTS

GEOGRAPHY A GCSE

SUMMER 2018

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Component	Page
Component 1 – Changing Physical and Human Landscapes	1
Component 2 – Environmental and Development Issues	4
Component 3 – Applied Fieldwork Enquiry	13

GEOGRAPHY A

GCSE

Summer 2018

COMPONENT 1 – CHANGING PHYSICAL AND HUMAN LANDSCAPES

In this first year of the specification it was encouraging to see that all the questions were accessible to the vast majority of candidates and there was evidence of very good quality scripts. Nevertheless, the overall performance in this paper was somewhat disappointing in comparison to the other two components.

In Section B the Tectonic Landscapes and Hazards option was the most popular choice for study. However, it is pleasing to report that the performance of candidates was comparable in both Theme 3 and Theme 4.

In Component 1, question 2e was used to assess spelling, punctuation, the accurate use of grammar and specialist terms (SPaG). Most of the candidates were able to attain at least the Intermediate Band and the mean mark was 2.9. Centres are reminded that candidates who do not attempt this question do not gain any marks as a result. Similarly, those who write wrong, wholly irrelevant answers, are also not rewarded.

Questions assessing AO1

In Core Theme 1 (Landscapes and Physical Processes) questions 1(a) (ii) and 1(c) (iii) were generally well answered. Likewise the multiple choice questions posed few problems.

In question 2(c) (iii) however, (Core Theme 2: Rural-Urban Links) many of the responses lacked detail. For example, a significant number of candidates gave vague answers about trade without any reference to trading partners or goods. The better answers were able to give place specific information such as a named MNC (Tata), a named airport (Heathrow) or a named industry (Bollywood). Mumbai and London were the main global cities studied. On the other hand, question 2(c) (ii) scored well with most candidates qualifying their statements with words such as better (health care) or more (jobs available).

Questions assessing AO2

Generally the answers to these questions lacked the depth of elaboration and understanding to gain the higher band marks.

In question 1(a) (iii) for example, most candidates understood that the slower flowing water on the inside bend results in the river losing energy. Only a minority, however, elaborated their answer with reference to friction between the river bed and the shallow water which slows the river down.

Surprisingly in question 2(c) (iv) many candidates showed a lack of understanding of the terms informal economies and informal jobs by referring to revenue from tax as being the main benefit to the economy. However, they were aware that people did not need qualifications to access employment and were thus able to support their families.

Similarly, in questions 3(b) (ii) and 4(b) (ii) there was only a basic understanding of subduction and managed retreat. However, the process of counter-urbanisation was generally well understood in question 2(d).

On the whole these questions differentiated by ability which is very important in a paper which is not tiered.

Questions assessing AO3

It was pleasing to see that most candidates attempted these 8 mark questions. However, only the most able candidates attained Band 4 marks.

In question 1(d) some candidates ignored the photographs completely and simply described the processes of erosion/weathering or coastal management strategies. Most students however, did attempt to interpret and analyse the landform change shown on this cliff coastline. The best answers developed comprehensive chains of reasoning in relation to the unconsolidated/weak rocks, intense winter storms and a lack of investment in sea defences which results in rapid erosion.

Questions 2(e), 3(c) and 4(c) provided an ideal opportunity for candidates to present an argument and counter-argument and centres are reminded that this is advantageous when asked to evaluate or make a judgement on a geographical issue.

In question 2(e) the best candidates applied their knowledge and understanding of commuting, the greenfield debate, NIMBYism and the positive and negative effects of counter-urbanisation in relation to the village of Elsenham.

In questions 3(c) and 4(c) the better candidates made good use of all the resources provided and many also used 'case study' material of similar events in other locations to support their decision.

Questions assessing AO4

Questions 1(b) (i) and 2(a) (ii) which targeted a number of different map and graphical interpretation skills, worked well and discriminated effectively.

Unfortunately in question 1(c) (i) many of the candidates divided 9 by 6 rather than by 16 or 17, but they did attempt to show their working. Many candidates gained at least 1 mark by noting that there were 9 floods in total.

The responses to questions 2(b) (i) and 2(b) (ii) were disappointing. Most of the students did not read the question carefully enough and gave a graphical technique rather than a mapping technique as their answer. Bars or circles would have been appropriate as proportional symbols on a map.

Describing the location of Christchurch in questions 3(a) and 4(a) was done well. Unfortunately many candidates wrote more than the required 2 statements and therefore could not be rewarded.

Points for consideration:

- read the command words and subsequent key words in the questions more carefully
- use chains of reasoning to elaborate and develop simple statements in AO2 questions
- develop the skill of selecting and understanding which graphical or mapping technique is most appropriate
- prepare students to tackle AO3 questions by using as much novel stimulus material as possible.

GEOGRAPHY A

GCSE

Summer 2018

COMPONENT 2 – ENVIRONMENTAL AND DEVELOPMENT ISSUES

The paper began with questions on the carbon cycle and climate change, leading into the nature and impacts of the weather and climate of the UK. The final question in Theme 5 shifted the focus to LICs and low-pressure systems in Haiti. Vietnam provided the focus for Theme 6 beginning with questions on NICs and MNCs, then moving on to inequalities and how fair trade can be used as a mechanism for reducing them. Resource use and conflicts over water provided the focus for the remaining questions. The final 8-mark question was about the sustainability of using dams to manage these water resources, again with a focus on Vietnam and nearby countries.

In Theme 7 there were questions on social and economic development issues with the final question focusing on tackling malaria in Sierra Leone. The alternative option in Theme 8 focused on impacts and management of climate change with the final question examining ideas on sustainable management of tourism in the Maldives.

The paper proved to be accessible to candidates and there were some scripts of excellent quality. The performance of Theme 7 and 8 was comparable with Theme 7 being the more popular choice by centres and candidates.

Questions assessing AO1

These questions were generally done well in Theme 5 with many candidates able to describe the impacts of human activity on the carbon cycle in 1aii and the impacts of high wind speeds in 1diii. In Theme 6, the AO1 questions proved a little more challenging largely due to misinterpretation of the questions. Question 2bi asked about advantages for MNCs when locating in NICs, whereas many provided answers on advantages for NICs. Likewise, in question 2di, many lost marks as answers did not focus on increased demand for water, and simply provided vague responses which were not qualified with a descriptor to indicate change. In Theme 7, question 3ai proved to be accessible with many candidates providing valid elaborations of impacts of low levels of education for girls. The equivalent option question, 4ai in Theme 8 proved equally accessible with candidates showing a good knowledge of the impacts of climate change on the natural environment. In both AO1 option questions and those of a similar style in Themes 5 and 6, candidates occasionally lost out on marks through not providing an elaboration of one idea, and instead providing two ideas. It should be stressed to candidates for that reading questions carefully and taking careful note of the mark allocation is paramount. The multiple choice questions were accessible and performed well across both Theme 5 and 6.

Questions assessing AO2

The AO2 questions proved more challenging to most across all themes. In 1bii although some were able to identify a natural cause of climate change, many did not provide an explanation which was needed for the second mark. Many misinterpreted the question and offered human causes of climate change instead. 1cii provided a high level of challenge. The reasons for variation in climate across the UK was poorly understood with many not achieving marks beyond band 1. Most were not able to provide more than a basic idea or two, and often elaborations demonstrated weak understanding of reasons for variations in climate. There were however a few excellent responses demonstrating detailed understanding with clear links between the factor and impact on climate accompanied by supporting evidence. Equally 1diii on high wind speeds in low pressure systems proved to be a challenge with no understanding of the causes of low pressure systems demonstrated by most.

In Theme 6 question 2bii required candidates to explain the disadvantages caused by MNCs in NICs. This proved to be accessible with most able to provide two ideas. However an explanation of these ideas was required in order to access all the marks available. 2ciii on fair trade reducing inequalities produced some detailed responses, however most focused on the benefits of fair trade without linking ideas to the reduction of inequalities. In questions such as this, demonstrating links between ideas in the question is essential in order to gain access to the full range of marks.

Question 3aii in Theme 5 required candidates to demonstrate an understanding of the links between economic factors and high birth rates. Although some excellent responses were produced, many focused on social factors without making clear the link to the economy therefore did not score any marks. Links between ideas must be explicit rather than implicit. This question also produced many responses based on incorrect assumptions about social development issues in Sub-Saharan Africa and the reasons for high birth rates, for example prostitution is not acceptable a reason for high birth rates amongst populations. The equivalent question in Theme 4, 4aii asked candidates to explain why people have different views on managing climate change. This question was approached from different angles which were all valid. Some focused on the pros and cons of different strategies, others on values and attitudes. As with the Theme 3 question, an issue here was that many did not elaborate their ideas, therefore marks were not awarded beyond band 1.

Questions assessing AO3

One AO3 question was set in each theme. In Theme 1, question 1e was based on responses to low pressure system in LICs with resources provided based on Haiti and Hurricane Matthew. It was pleasing to note that many reached a decision on whether they agreed or disagreed with the statement, with some doing as the question asked and explicitly addressing the extent to which, both in their opening statement and throughout their discussion. Better scoring answers used appropriate evidence from the resources in support of their ideas and drew on their own knowledge of low pressure systems and development issues to further support their discussion. It was encouraging to see many exploring different angles, for example responding to social versus economic issues, differences in time scale, and issues which may affect local communities as opposed to the nation as a whole. Whilst use of candidates own knowledge is to be commended if used appropriately in the context of the question and discussion, reproducing case study knowledge will not gain credit.

Question 2e asked a question about the sustainability of dams on the Mekong River. Many focused their answers on the advantages and disadvantages of dams in general without reference or only implicit reference to sustainability. In order to gain access to the higher mark bands candidates needed clear reference to sustainability; better answers provided an appraisal referencing different strands of sustainability. There was some good use of resources in the stronger responses with some discussing the viewpoints of different stakeholders within and between countries.

The Theme 7 question, 3bii was based on the prevention of malaria in Sierra Leone. Many candidates engaged well with this topic and there was some good use of supporting knowledge and understanding of the issues made as a comparison to the situation in Sierra Leone. Resources were used well, but many did not go beyond lifting evidence without comment; in order to access higher marks, there needed to be discussion surrounding the identified evidence regarding how this might help or hinder the prevention of malaria and to what extent. As with the previous AO3 questions, there were some excellent answers which recognised that success might vary over time, across different scales, and between different groups of people. Most candidates reached a decision as required by the question and some partially agreed or disagreed which provided a starting point for an effective discussion.

The equivalent option question 4bii, required an appraisal of whether tourism could be developed sustainably in the Maldives. Again, candidates engaged well with the topic, but too many provided detail from their own knowledge of the Maldives without using it to address the question and ignored the resources supplied. There were some excellent answers which discussed the question with reference to different strands of sustainability, different stakeholders and different temporal and spatial scales. Again, many reached a decision as a basis for the discussion.

Questions assessing AO4

In Theme 1, the first assessment of AO4 was in question 1bi which required candidates to describe a graph. This proved to be accessible to many, although some misinterpreted the time scale on the graph and many lost marks by providing vague and inaccurate detail. When quoting evidence from resources it is important to be specific. There were some excellent answers which provided a descriptor on overall change and processed the data. In Theme 2, question 2dii was also based on a graph, however this time candidates were required to describe differences. Many lost marks as they gave a description of the data rather than engaging with and processing the information provided.

The questions requiring calculations were done well across both Theme 1 and 2 with most candidates correctly identifying the median wind gust speed in 1di and correctly calculating the difference in income in 2ci.

In Themes 7 and 8, there was a 2-mark map skills question requiring the description of a location. Candidates must be encouraged to use correct terminology, e.g. north of the equator, rather than above the equator. Many lost marks on these questions as answers were based on vague descriptions rather than using specific evidence provided on the resource.

Points for consideration:

- Candidates should be encouraged to read questions carefully, take note of how many ideas are required, and identify the need for elaboration or explanation of ideas
- Links between ideas are required, particularly in extended answers such as 6 and 8-mark questions. These links must be explicitly addressed in order to gain access to the higher mark bands
- In AO3 questions, a decision is likely to be required. Resources will be provided for consideration, and candidates should use these to support their discussion. Whilst supporting knowledge and understanding may be appropriate, it must be in the context of the discussion to be creditworthy. Stronger responses in these questions are likely to consider different viewpoints, scales and possibly strands of sustainability
- When describing resources such as maps and graphs, candidates should make use of the information provided. Accurate reference to data, scale, compass directions will gain credit in the context of the question.

GEOGRAPHY A

GCSE

Summer 2018

COMPONENT 3: APPLIED FIELDWORK ENQUIRY

This report provides feedback in 4 sections:

1. Overall comments
2. General structure of the paper
3. Assessment Objectives overview
4. Question by question

- ✓ Included in the report are specific points that teachers might like to bear in mind as they prepare candidates for the 2019 examination.

1. Overall comments:

- **Accessibility:** In general this paper was accessible across the ability range and provided the opportunity for all candidates to demonstrate their abilities, with most candidates fully engaging with the complete content of the paper.
 - **Timing:** The time available did not seem a cause for concern and the majority of candidates finished the paper.
 - **Own fieldwork:** It was obvious when schools had prepared their candidates well in terms of briefing/debriefing chosen fieldwork activities to match the pre-selected enquiry techniques given. It was very noticeable where candidates gave clear accounts of their use of transects/spheres of influence/secondary data through their own experiences. Many of the weaker answers failed to fully understand the technique being used and therefore just recounted surveys/counts/questionnaires done, without context. Many of these candidates described their own fieldwork, rather than applied their knowledge to the methods and concepts that they had used. However, it was encouraging to note the range of the fieldwork opportunities that many candidates had been given. Many students fieldwork terminology was restricted, which limited the quality of their answers.
 - **Assessment of numeracy:** Numeracy skill questions (such as 1aii and 1bi) were answered correctly by most students. The shorter questions with graph completions, option choices and % calculation were done very well. However, it is worth bearing in mind that there is quite a range of challenging techniques in the specification which teachers will need to ensure coverage of and which will appear in future examinations.
 - **Terminology:** Most candidates were able to comfortably express their understanding using technical vocabulary such as discrete and continuous data, quantitative/qualitative, trends, multiplier effect and social/economic/environmental impacts. But note the specific comment relating to fieldwork terminology.
 - **Resource Folder:** There was generally a very good use of the Resource Folder, which was most obvious in the better quality responses to 3f, and also 3dii.
- ✓ Teachers would be advised to allow time for students to evaluate their fieldwork through-out all the parts of the enquiry cycle, as well as develop students specialist fieldwork terminology, including terms such as reliable and accurate.

2. General

Component 3 is worth 76 marks in total. Four of these marks are for spelling, punctuation and the accurate use of grammar and specialist terms (SPaG). The assessment objective breakdown is:

Component 3		
	Parts A & B	Part C
AO1	0	0
AO2	0	12
AO3	24	12
AO4	12	12
SPaG	-	4
Total	36	36+4
TOTAL	72+4	

This component assesses 15% of the total assessment weighting for AO3 and 10% of the total assessment weighting for AO4. AO1 is not assessed in this component.

3. Assessment Objectives:

Each individual question targets only one assessment objective. AO1 is not assessed on this component, therefore description is not creditable on AO2 or AO3 questions. Many candidates were not aware of this and therefore, many answers overlooked the main focus desired for a full mark response. This was most noticeable on the AO3 evaluation and AO4 select/judgement questions. Here candidates would use space on descriptions rather than answering what had been asked for.

- ✓ Teachers would be advised to remind candidates that in this component to read the question carefully, to determine the main focus of the question.

AO2: Demonstrate geographical understanding of:

- Concepts and how they are used in relation to places, environments and processes
- The inter-relationships between places, environments and processes

This AO is used to target **understanding** of aspects of the subject content. As such, questions typically ask candidates to either explain geographical concepts or explain the interrelationships between places environments and processes.

Only 12 marks are available for AO2 on this component and these all appear in Part C of the paper. These marks were covered by 2,4 and 6 mark questions. Most candidates scored highly on the 2 and 4 mark question, and many candidates well into Band 2 on the 6 marker. In the 6 mark Question 3(d)(ii) candidates were asked to show their understanding by elaborating their reasons, some candidates successfully explained and expanded their reasons, by adding more detail and relating different points together to form a clarification.

- ✓ Teachers would be advised to ensure candidates are aware of how to write an explanation, including adding details and linkages, as well as using cause and effect language (e.g. because, if) to elaborate on the original statement.

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

This AO is used to target **application** of knowledge and understanding. Questions targeting AO3 often require candidates to apply their understanding in order to interpret, analyses or evaluate either a geographical issues or information and in some cases, make a judgement/justify a decision.

In competent 3, 36 marks are available for AO3. In Part C, 12 AO3 marks are in the last question. This question asks candidates to develop lines of argument to evaluate and make a judgement. Some other AO3 questions were 1biii, 1c, 2aii and 2d. Candidates were varied in their abilities to evaluate, overall they were weaker on evaluating their own fieldwork (1c, 2d), rather than unfamiliar material (1biii, 2aii).

- ✓ Teachers would be advised to ensure that candidates are able to evaluate all aspects of their fieldwork within the enquiry cycle. Evaluation includes the weighing up (for example the strengths and limitations) of information to come to conclusion. It could also include the drawing together of disparate threads of an argument or issue.

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

This AO is used to target **skills** and techniques in the investigation of questions and issues. The emphasis is on the use of a variety of skills and techniques. As such questions often ask students to use maps, graphs or tables of data to investigate geographical questions or issues.

In this component 24 marks are given for AO4. Candidates generally performed well on these questions, with the weakest answers in relation to adapting a method/graph/technique.

4. Questions

1ai AO3 2 marks

This question specifically asked about systematic sampling along a transect. This question was answered well by a minority of students. Only a few students recognised that systematic sampling along a transect gives uniform coverage of the line and therefore provides data that is representative and that would spot variations and anomalies. Students may not have been aware of the meaning of representative, as in the concept of a small quantity that reflects a larger quantity. A significant number of students focussed on the advantages of systematic sampling rather than *systematic sampling along a transect*. They tended to describe systematic sampling in the context of questionnaires.

1aii AO4 2 marks

This skills question was accessible by most candidates and answered well by most, many gaining two marks.

1bi AO4 2 marks

There was a wide variety of methods used to work this out, most students found it straightforward and were successful.

1bii AO4 2 marks

This question assessed how a data presentation technique could be adapted so that the information is more clearly communicated. The marks were awarded for improvement of the diagram, not for an improvement of the data or enrichment of the data. Many students described an alternative method of presentation or an addition of data that could be collected. Many students who did grasp the question, focused on adding names of shops, showing sizing of shops or colour coding the diagram. Very few students suggested adding a North / South arrow. Teachers would be advised to ensure candidates are able to

differentiate between the various parts of the enquiry cycle, so that candidates are able to see clearly the differences between adapting:

- types and amounts of data or data collection methods
- or sampling strategies
- or presentation techniques
- or mathematical/statistical techniques etc.

1biii AO3 4 marks

This was a technical question that required precise and specific understanding of transects in order to access AO3 where candidates were applying their knowledge/experience of this fieldwork technique. The focus was on **how** transects could be used to investigate the impact of vacant shops in a high street. Whilst some candidates were able to directly utilise the photographs in the resource folder, there were a significant number of candidates who just made indirect reference to the photos, by placing the context of their answer in the high street. Many candidates effectively described how a transect could be used to investigate the correlation between vacant shops and the wider urban environment (often through footfall). However, many candidates simply described suitable methods of data collection that could be conducted without the need of a transect. The concepts of a spatial linear coverage of an area, conducted at intervals were not as readily referred to as the concepts of a correlation in the context of high street. A significant number of candidates gave generic statements expressing what the outcome would be, and what they would be looking for, at the expense of communicating 'How a transect could be used?'

- ✓ Teachers would be advised to ensure candidates can apply the fieldwork method in novel situations and that the candidates are clear about the main features of the fieldwork methodology that they are using.

1c AO3 6 marks

This question was about the candidates own fieldwork. Candidates showed a wide variation in the quality of answers to this question, with one of the lowest attempt rates in on the paper. The question was signposted by the command word *evaluate* and then further clarified by using the phrase 'strengths and weaknesses'. Many candidates just described what they did along their transect, they described their sampling, their variables, their equipment, without saying whether it was a strength or a weakness. Many other candidates mentioned that they used a transect, but went on to evaluate their data collection e.g. pedestrian counts/noise levels not the actual use of a transect. Candidates that did attempt some evaluation, usually produced generic statements, for example it saved time, it only gave a snapshot etc. Few candidates reached Band 3.

- ✓ Candidates should be reminded to make explicit reference to strengths/weaknesses or advantages/disadvantages when answering evaluate questions.

2ai AO3 2 marks

Candidates performed well on this question, correctly ticking two of the boxes and identifying questions linked to a sphere of influence. This question received the highest candidate response rate.

2aii AO3 4 marks

This application question asked candidates to evaluate how useful a graph was in displaying data. Some candidates pointed out the weakness and strengths in the *data*, rather than the *presentation of the data* in the graph. Candidates would often only write one or two simple

positive or negative comments without further evaluation. They would also often include a description of what the graph looked like rather than “how useful...” it was. Therefore common scores of 2/4 with very few Band 2 responses being seen.

2b AO3 2 marks

Most candidates performed well on this question, correctly identifying the two responses.

2ci AO1 4 marks

Most candidates were successful at this question, the candidates that were not often got the direction wrong, rather than the length.

2cii AO4 1 mark

This question was answered by almost all the candidates. Very few candidates choose a line graph.

2ciii AO4 4 marks

This question assessed the ability to *justify* the selection of the graph. This question differentiated well. Many candidates were able to justify the choice as being appropriate for discrete or categorical data.

2d AO3 4 marks

Most candidates seemed to make only very generalised comments in answering this question, the most common one being that ‘secondary data can back up your own data’. Some candidates were not sure of the definition of secondary data and referred to the work of class mates as secondary data, (the second source of data they used). Very few were able to give convincing and specific example of strengths or weaknesses from their own fieldwork, and many did not refer to sphere of influence at all in their answer. Some candidates were able to give a balanced appraisal, with detailed evaluation and scored the top of Band 2.

- ✓ Teachers would be advised to ensure candidates are aware of what secondary data and/or information sources are, and the strengths and weaknesses of using them to support stages of the enquiry cycle.

3ai AO4 3 marks

The majority of candidates scored full marks on this question.

3aii AO2.1 2 marks

The majority of candidates scored full marks on this question.

3aiii AO2.2 4 marks

On the whole most candidates were success in gaining 3 or 4 marks in this question. Candidates who took note of the ‘give two reasons’ command gained more marks, than candidates who gave one long response.

- ✓ Teachers would be advised to remind candidates, that to get full marks they should build their answers by giving a reason and elaborating, then giving another reason and elaborating.

3b AO4 1 mark

This question was answered correctly in the majority of cases.

3ci AO4 2 marks

This question was well answered, by those that did, but a few candidates reversed the direction of the hatching, resulting in no marks. This question received the most 'not attempted' of the whole paper.

3cii AO4 2 marks

Most candidates scored 2 marks on this question.

3di AO4 1 mark

This skills question was about adapting a diagram, to show the data more effectively. The focus was on the improvement of the diagram, not the reinvention of the diagram. Some students suggested that they would draw a different graph/diagram altogether, whereas many did suggest adding a scale or using even age group categories. This question challenged many candidates.

3dii AO2.1 6 marks

This question showed a range of scores, acting as a good discriminator for candidates. However, some candidates focused their response almost entirely on graph 3.2 and discussed the potential impacts on different age groups, which led to some quite repetitive reasoning (often related to health) which therefore limited the scope for students to score many marks. A small number of candidates moved into impacts upon environment and did not link these points back to impacts on group(s) of people. Band 3 answers were rare to find as students did not develop their answers to thorough and elaborated levels in relation to different named groups.

3e AO4 3 marks

For this question, either of the graphs could be justified as being appropriate for different reasons.

3f AO3 12 marks + 4 marks SPAG

This question used the material presented in Part C and the Resource Folder to justify a decision. The candidates were required to build on all four elements of the AO3. Candidates who were working in Band 1, were able to select information from the materials to support their decision. This question gave a wide scope of answers, allowed stretch and challenge at the top whilst still enabling weaker students to get a some marks. Most candidates attempted this question, with many going on to extra paper. A significant number of candidates made good use of signposting through question 3f. Effective signposts were used to flag up:

- Argument and counter-argument
- Social, economic and environmental impacts
- Sustainability implications
- Short term and long term impacts

Weaknesses in the answers were related to candidates just lifting material from the resource files without any interpretation, analysis, evaluation or justification. Many candidates used useful mnemonics such as Point Evidence Explanation (PEE).

- ✓ Teachers would be advised to ensure that candidates are using connectives to move them along from just lifting material directly from the Resource Folder without any further interpretation, analysis, evaluation and justification.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk