



GCSE EXAMINERS' REPORTS

**GEOGRAPHY B
GCSE**

SUMMER 2022

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GEOGRAPHY B

GCSE

Summer 2022

COMPONENT 1: INVESTIGATING GEOGRAPHICAL ISSUES

General Comments

The performance of this paper indicated that it was accessible to the majority of candidates, enabling them to effectively demonstrate their abilities. Overall, it proved sufficiently challenging to enable differentiation and there was little evidence of timing being an issue, despite the optionality of this year's exam.

Comments on individual questions/sections

Theme 1 Changing Places-Changing Economies

The focus of this question was on international migration, before examining the issue of emergency aid and finally looking at the impacts of major sporting events in the UK.

- Q.1 (a)**
- (i)** The majority correctly identified the definition of an international migrant.
 - (ii)** This AO4 Skills question was the most accessible, with 99.7% attempting it, and a mean score of 3.4 out of 4. Candidates were able to correctly interpret the data, with a few mistakes on the population pyramid question.
 - (iii)** Although this was quite high scoring, some candidates incorrectly wrote about pull factors such as better education, health care etc. Responses needed to be more specific than just a vague reference to 'poor living conditions' and 'jobs'. A more effective response would have been 'poor standards of housing' and 'only low paid jobs'.
 - (iv)** This 4-mark question required a focus on social consequences of migration rather than economic ones. Some very good responses referred to the problem of language barriers which lead to communication issues and therefore people left feeling isolated and lonely. Some excellent references were also made concerning increased cultural diversity with positive consequences such as new foods and music to enjoy. Quite a few basic answers just referred to racism and discrimination without giving a valid elaboration. There is a need to reinforce the requirement to explain the consequences to obtain maximum marks.
- (b)**
- (i)** The majority of candidates correctly identified the definition of a multicultural zone in a city.

- (ii) Some candidates are becoming increasingly confident in criticising statistical techniques, however, there were also many generic answers such as 'it's not clear' or 'not easy to read'. These statements are not sufficiently specific enough to gain marks. A better response would have been 'the bars do not show the individual ethnic groups'. A few candidates described the patterns shown on the diagram, which was not required.
 - (iii) This skills question required candidates to demonstrate an understanding of the data in the word cloud and suggest suitable alternative techniques. The majority suggested pie charts and bar graphs, with a few mentioning pictograms.
- (c)
- (i) There were many good responses to this AO1 Knowledge question, with candidates giving two well elaborated reasons. Most focussed on ideas linked to improved reputation and possible future trade benefits. A few misinterpreted the question and discussed advantages to the country receiving the aid.
 - (ii) Generally, this 4-mark question was not very well answered, with few achieving higher than Band 1. There were two main points which needed to be considered by candidates when approaching this question. Firstly, correctly identifying a LIC country. A large number wrote about non-LIC examples such as India, Philippines and even some HIC's such as the impacts of Hurricane Katrina on the USA. Secondly, to understand what is meant by short-term emergency aid. Mumbai slums were a common mistake, looking at issues concerning poverty, poor sanitation, and housing. This is not emergency aid. To gain Band 2, responses needed to include details that show specific knowledge of the event they are describing. Some excellent examples of the Ebola crisis in Sierra Leone quoted facts such as number of deaths, and the need for specialist vaccines and protective clothing. Even those that quoted valid examples, such as the devastation caused by named cyclones, needed to refer to more specific details than just 'homes destroyed' in order to access higher bands of the mark scheme.
- (d) This 8-mark AO3 Application extended writing question required the candidates to consider the resources provided and analyse the impacts of major sporting events in the UK. Some excellent responses discussed issues such as the short-term nature of jobs and the long-term benefits to the local community of having access to such high-quality facilities. The majority of candidates looked at impacts on local residents such as increased noise and traffic congestion and an over emphasis on the problem of litter. The positive impacts of tourism were well explained with many good chains of reasoning. Weaker responses relied on copied facts from the resource with little elaboration, instead of using these to develop a point. It was generally quite well done, but very few top band answers were seen. Most were in Bands 2 and 3 as they did not develop their key points enough to be considered a sophisticated response. There was some good application of candidate knowledge of other sporting events such as the Rugby World Cup and the impact on different venues around the UK.

Theme 2 Changing Environments

The opening questions were on weather and climate variations in the UK, this question then examined high and low-pressure weather events. There was a choice in the final section of question 2(d) on coastal management or 2(e) on river management.

- Q.2**
- (a)**
 - (i)** A high scoring question on the interpretation of isotherm maps of the UK.
 - (ii)** This was generally well done, but a few did not understand what the median value is.
 - (iii)** Candidates showed a marked improvement in their ability to tackle questions involving calculations. This example required the interpretation of a dispersion graph to calculate the range of the data.
 - (iv)** This question on the reasons why the west of the UK is wetter than the east was one of the lowest scoring on the paper with a mean mark of 0.9 out of 4. The vast majority showed a lack of understanding of the processes involved and wrote generic comments like 'it is near the Atlantic' without explaining why that meant higher rainfall. A few were able to explain the effects of higher relief in the west and the rain shadow effect. There were many incorrect responses that referred to 'the west being nearer the Equator' or 'the west is closer to the sea'.
 - (v)** A surprisingly large number of candidates were unable to correctly identify definitions of anticyclones and depressions.
 - (b)** Many candidates found this 6 mark AO1 Knowledge question particularly challenging and few candidates achieved higher than Band 2 and a mean mark of 2.0 out of 6. One common misconception was that drought is a low pressure event and consequently scored zero marks. There were also several examples of UK events such as Storm Desmond and the Beast from the East. High scoring candidates used examples of specific cyclones such as Cyclone Pam and the impact on Vanuatu and Tuvalu. They recalled specific details such as numbers of people killed and the impacts of lost contact with relatives. AO1 Knowledge questions of this nature require specific details in order to reach Band 2 and Band 3, in this case with knowledge of social and economic impacts.
 - (c)**
 - (i)** The interpretation of the rainfall patterns map of Australia was generally good with many scoring full marks with a mean of 1.9 out of 2.
 - (ii)** Responses to this AO2 question on droughts varied widely. A large number of candidates were unable to name specific groups of people such as farmers or homeowners. Reference to a whole country was not acceptable. There were many vague, unelaborated points, about 'people not having enough water' or 'crops won't grow'. The best responses were able to put together details such as 'hotel owners will suffer because they will not be able to fill swimming pools, so tourists may stay away, so the hotel will lose income'. A few candidates did not understand what a drought was and wrote about the impact of floods.

For the 8 mark AO3 Application section, candidates had a choice of either 2d on coasts or 2e on rivers, although the wording of both questions had an identical focus.

- (d) The resources for this question on hard and soft engineering were designed to provide a stepping off point for discussions of the relative sustainability of management techniques. Too many candidates simply described each method shown, rather than develop an argument for either hard or soft engineering as being the more sustainable option. In a question with the command words 'Justify your views', it requires more than just saying 'I think soft engineering is best'. In order to access Band 4 there needed to be clear evidence of justification of the candidate's own views. Equally, there needs to be more than say 'this is sustainable', without explaining why. There were some excellent references to candidate's own examples which showed a very clear understanding of the meaning of sustainability, put into local contexts.
- (e) This question produced responses of a similar quality to 2d, with an equally wide range of marks. The comments above for 2d are equally applicable here, with a disappointing number of responses being awarded Band 4. These contained chains of reasoning which took a single point about the merits of one engineering technique and developed it into a sophisticated discussion on the case for or against the use of dams, for example, as opposed to land use zoning of flood plains. Although they did not have to explore hard and soft engineering in equal detail, there needed to be a comparative element in order to fully justify their own views.

Theme 3 Environmental Challenges

As part of the adaptations for 2022 only, candidates had to choose between Q3 on Ecosystems under Threat or Q4 on

Water resources and Desertification.

- Q.3** This question looked at how ecosystems function through a small-scale example before examining the issue of ecosystem management.
- (a)
 - (i) This required candidates to correctly identify definitions of the terms biotic and abiotic, and scored quite highly.
 - (ii) This AO1 Knowledge question refers to the role of producers in an ecosystem. Many candidates were able to correctly identify that they are the start of the food chain and made reference to the process of photosynthesis.
 - (iii) Candidates were able to demonstrate a good understanding of food webs and this was quite a high scoring question. The command word 'Explain' meant that a degree of elaboration was required, and candidates at the weaker end of the spectrum only made basic points.

- (b) (i) The focus of this AO4 Skills question was on the interpretation of a diagram across a small sand dune ecosystem. No knowledge was required in order to gain maximum marks, and a pleasing number of candidates achieved this through their use of accurate reference to the change in type of vegetation and the distance from the sea this occurred. Some described the reasons for the changes, such as salt tolerant plants, which was not required.
- (ii) Candidates needed to identify the resource as an example of a kite diagram.
- (iii) A high scoring AO4 question on the interpretation of the nutrient cycle in a sand dune ecosystem.
- (iv) This AO2 question required knowledge of a small-scale ecosystem of their choice. Generally, it was not answered well, with too many candidates either unable to name an appropriate ecosystem such as a small area of woodland, or sand dunes, or they wrote about a large-scale ecosystem such as tropical rainforests. Zero marks were therefore awarded to these responses. A description of their chosen ecosystem was not required, as the focus was on people's views of its management. Successful responses gave a particular view expressed and then elaborated on why they held that view. A description of the management of their chosen ecosystem was not required, as the focus was on stakeholders' views.
- (c) Most candidates were able to access this question on damage to hot semi-arid grassland ecosystems. Some did not target their response to named human activities specific to this ecosystem such as cutting down trees or poaching/hunting, and included generic statements such as a litter or climate change which are not human activities.
- (d) The AO3 Application section of this question looked at the issue of ecosystem management. The resources provided used the example of the Camargue wetland of southern France. It required a discussion of whether economic benefits are more important than environmental costs. The command words 'How far do you agree with this statement?' meant that candidates were expected to express an opinion and justify their decision. There were some excellent examples of candidate knowledge of other ecosystems such as coral reefs or tropical rainforests, which quoted specific economic and environmental details. The best responses used the resources to discuss the economic benefits of tourism weighed up against the need to preserve endangered species and the impacts of draining wetland. Again, weaker candidates simply copied the facts from the resource and did not elaborate on their significance.

Q.4 This question was based around the theme of global water supply and demand before progressing on to look at aspects of the desertification process.

- (a) (i) Based on the interpretation of a map of the global water footprint, this AO4 Skills question performed well, with many candidates achieving at least 3 of the 4 marks available.

- (ii) In this 4-mark question, candidates were required to explain why there is an increasing demand for water. It was not a question on water supplies, nor was it a general look at who uses water, but a particular focus on the reasons for increased demand. Many candidates were only awarded one or two marks for general statements such as 'increasing population' or 'needed for showers and baths' without elaborations. Some good responses discussed the development of manufacturing processes in LIC's, such as the clothing industry, which require increasing amounts of water. Similarly, there were a few excellent references to climate change leading to increased frequency of droughts and therefore the need for crops to be irrigated.
 - (iii) An AO4 Skills question that required suggestions for appropriate techniques to display data on the amount of water required to produce certain everyday items. This was generally answered well.
 - (iv) This was a follow-on question about why a line graph would not be appropriate. Again, candidates are showing a pleasing increase in their understanding of the nature of different data sets and why some techniques are more appropriate than others.
- (b) The issue of water transfer was explored in this 4 mark AO1 Knowledge question. This was not very well done and few candidates were able to demonstrate their knowledge of water transfer schemes to give detail of the advantages and disadvantages. Too many responses were restricted to simple statements such as 'it makes money' or 'costs a lot' without elaborating on these points for a second mark. A few good responses looked at the environmental impacts of building dams and how these could be a multi-function project providing water for homes and farms.
- (c) (i) This AO2 question required reasons why cutting down trees can lead to desertification. The 4 marks could be achieved in several different ways – as 4 simple statements or with elaborations such as no leaf litter, so nutrient cycle broken, leading to soil infertility.
 - (ii) A flow diagram showing how lines of stones or bunds works proved especially challenging for candidates. The mean score was low and many seemed to just make random guesses instead of following through one statement provide a logical sequence.
- (d) This final AO3 Application question had an identical focus to 3d, but on issues to do with managing desertification. The resources provided showed four different management methods. Responses varied in quality, and many candidates just described the four methods which restricted them to Band 1, as they did not demonstrate their own understanding. Others only achieved Band 2 as they did not explain both economic benefits and environmental costs, and to reach Band 3 and Band 4, elaborated analysis of both were required. There were some very good responses which discussed the merits and defects of schemes such as the Great Green Wall and put forward sophisticated arguments through comprehensive chains of reasoning throughout. They also gave a detailed justification of their personal viewpoint.

Summary of key points

- The worst performing questions were those AO1 items that were based on recall of geographical knowledge. Whilst some of these questions may be related to definitions of key terms, there will also be higher tariff questions set, which require specific details in order to reach the higher end of the mark scheme. There are still far too many generic answers being written.
- Understanding the focus of the command word of a question is the key to writing an appropriate response. 'Explain' will require more elaboration of why something happens rather than just a description. If asked to 'justify your answer' or 'how far do you agree', then examiners need to see evidence of exact reasons why they have come to that decision. It does not have to be in the form of a conclusion, as ongoing evaluative points are just as acceptable, often at the end of a paragraph which discusses a particular point.
- Many candidates are still not performing well in AO3 extended writing sections of questions. Answers are too superficial and lack the sophistication needed to reach Band 4. Candidates need to focus on using the resources more effectively through developing an idea or point and then extending their response through linked elaborations of the same point to create chains of reasoning which demonstrate that they are making connections.
- Weaker candidates need to be encouraged not to repeat the stem of the question at the start of their response as it wastes time, and try to make at least one elaboration if they are using a fact given to them in the resource.

B

GCSE

Summer 2022

COMPONENT 2: PROBLEM SOLVING GEOGRAPHY

General Comments

The examination succeeded in engaging students of all abilities (as suggested by the very high completion rates). The wide distribution of marks and increase in the number of students scoring well confirms that the examination paper differentiated well within individual questions and across the paper. The wider spread of specification content than in previous years allowed candidates to show their knowledge of the prescribed geography.

In Part C the candidates were introduced to the challenge, i.e., the need to choose three projects to stop a rural village's decline. This was similar to the 2018 paper which explored a different area of the specification. The overall structure of the paper mirrored the detail in the specification. All four assessment objectives (AOs) were used to shape the paper. The balance of AOs was identical to the published weightings.

Comments on individual questions/sections

- A**
- (a)** The vast majority of candidates were able to use the map to accurately describe the location of Grottole. The most common error was a misunderstanding of scale.
 - (b)**
 - (i)** Most candidates were able to show that they could read a climate graph. A few of the more able students were able to identify trends across the year. The weakest students mixed up rainfall and temperature, read the graph inaccurately or made weak statements linking the two factors such as when temperatures rise, rainfall declines. Some did not include precipitation and temperature.
 - (ii)** Very few candidates were able to demonstrate that they knew all of the typical conditions of high pressure. Their lack of confidence in the subject matter was perhaps compounded by many offering two answers the same.
 - (iii)** Candidates found it difficult to select words to accurately explain the creation of a high-pressure system and the associated weather it creates in summer months.
 - (c)**
 - (i)** Many candidates identified two causes of global warming correctly. Those that were not able to offer two different causes often repeated themselves so they could only achieve one of the two possible marks.
 - (ii)** It was very pleasing to see that so many candidates achieved all four marks when asked to give four effects of climate change.

- (iii) The specification details four distinct groups to include when teaching the consequences of climate change. It was clear that most centres had done this effectively and so candidates achieved well. Many answers clearly explained in detail the impacts of climate change, with many candidates choosing to explain the consequences on farmers.
- (d)
 - (i) Less than half of the candidates were able to name a social development indicator. A sizeable number, more than 10%, did not even attempt the question.
 - (ii) Most candidates could define the term export. Those that could not were often unable to make the international nature of exports explicit.
 - (iii)&(iv) Candidates have obviously been well taught about development indicators. Candidates were able to accurately compare one region with another.

However, a lot were unable to suggest the limitations of these indicators. The most able candidates were able to discuss a range of issues including the limitations of averages and quantitative data, the impact on peoples' lives, and, the elements (e.g., climate, happiness) not included within the data provided. Many students did not know the components of HDI and this limited their understanding of what it revealed about a place.
- (e)
 - (i) Most candidates who attempted the question were able to accurately plot on the graph. A disappointing number (around 24%) failed to attempt the question.
 - (ii) A number of candidates wrote extensively and with clear and detailed understanding of the problems of rural depopulation. Weaker candidates often wrote lists that described rather than explained. There were several high-scoring answers that clearly showed sophisticated chains of reasoning, but candidates did find this question challenging generally.
 - (iii) Many candidates were able to apply their knowledge of rural depopulation in the UK to a similar scenario in Italy with great sophistication and constructed chains of reasoning that clearly demonstrated their understanding.
- B
 - (a)
 - (i) Almost all were able to correctly calculate the difference from the data.
 - (ii) Candidates' understanding of "communication links" were often limited to only considering social media. This limited their ability to achieve on this question as the explanation of this to economic advantages was weak. If they had been able to broaden their definition to include using the internet for banking and business, or even more widely to include roads and rail, then more candidates would have achieved more marks as links would have been clearer to those economic advantages.

- (b) (i) Many candidates achieved very well on the issues of an increase in the number of holiday homes. Of the few that did not, some only considered new build and so limited their opportunities to talk about local people's exclusion from housing markets. But many excelled when explaining the issues of seasonal occupation, tax collection, service provision and cultural erosion.
- (ii) Most students were able to achieve well by explaining the advantages tourism can bring, often writing comprehensive answers about the economic effects.
- (c) (i) When showing their understanding of direct foreign investment by MNCs, some candidates were unable to elaborate on the mechanisms through which economic benefits occurred; they knew these benefits happened but did not explain why.
- (ii) Most candidates chose to answer this from a different angle than that intended. What was meant to assess understanding of Enquiry Question 1.3.3a was often interpreted by candidates much more broadly. Many candidates earned marks by talking about potential environmental impacts of development.

Part C: It was very satisfying that most candidates heeded the previous advice and did not simply lift the resources, preferring instead to elaborate upon them, and so removing a significant barrier to the higher bands. Many students were able to construct intelligent arguments about each chosen "solution" from the menu of options.

Option 1 was a popular option and candidates wrote convincingly about the benefits of publicity.

Option 2 was the most popular choice; the more able candidates explained the greater significance of the student population to the goals of the question.

Option 3 was popular but not well used. Too often candidates over-estimated the impact of smaller bills, perhaps understandably in the current cost of living crisis, rather than focus on the potential economic opportunities.

Option 4 was (surprisingly) popular and many candidates wrote well about cultural sustainability.

Candidates who chose Option 5, and there were many, sometimes failed to explain the impacts without resorting to unelaborated statements about the multiplier effect.

Option 6 was probably the least popular choice. Interestingly, many candidates did not take the opportunity to link greater skills with the infrastructure improvements of Option 3.

Option 7 was another popular choice, but some candidates struggled to develop the consequences into substantiated decisions.

Option 8 was also popular, and candidates were able to demonstrate their application of knowledge with clear justifications.

Candidates were able to justify their choices to reverse rural depopulation, but many found constructing an argument that linked options together to produce a more sustainable community difficult. Few mentioned the order or time frame they might implement their choices in nor was mention of social, economic, and environmental impacts common. This stemmed from candidates not acknowledging all the aspects of the question. The more able candidates were able to show how their choices worked together. Very few examples were observed of candidates planning their answer before starting. The few that did often did well because they responded more closely to the question.

Spelling, punctuation, and grammar was generally good. Some candidates did not structure their answers with appropriate paragraphing for clarity.

Summary of key points

- Candidates should read all parts of the examination paper carefully. Candidates dropped marks as they missed questions. They should look at where the number of marks is available on the right-hand side of the page and consider if they have done anything to achieve those marks.
- As in Component 1, candidates who use the resources as a stimulus or starting point achieve better marks than those who simply copy them out.
- Candidates distinguished themselves when they understood climate and development indicators.

GEOGRAPHY B

GCSE

Summer 2022

COMPONENT 3: APPLIED FIELDWORK ENQUIRY

General Comments

In general, this paper was accessible across the ability range and provided the opportunity for candidates to demonstrate their fieldwork and geographical skills and abilities. Most candidates fully engaged with the complete content of the paper and the time available did not seem to be a cause for concern as the majority of the candidates finished their paper.

Even though candidates were not required to take part in fieldwork and not answer questions on their own fieldwork in this exam, it was obvious that schools had prepared their candidates well for fieldwork and geographical skills examined in component 3. Candidates can often struggle on the questions relating to their own fieldwork, so the removal of these two 6-mark questions, as adaptations for 2022 only, ensured that the accessibility of the paper was increased; and contributed to many candidates performing well, particularly with improvement at the higher percentage marks.

Most candidates accessed the mathematical skills well in this paper, with question 3(c)(i) & (ii) differentiating well in this area. Candidates had obviously been well prepared overall in using technical vocabulary directly related to fieldwork, command words and SPaG, however, some answers or part answers were difficult to interpret due to the legibility of the candidates writing.

Comments on individual questions/sections

Part A

Parts A and B assessed AO3 and AO4 for fieldwork skills in a human and/or physical environment which is unfamiliar to candidates.

The focus of this question was investigating the use of qualitative surveys in fieldwork.

Q.1 (a) (i) This question assessed AO3, application of knowledge and understanding. Candidates were asked to apply their knowledge and understanding of sampling, to an unfamiliar OS map.

Most candidates gained one mark in this two-mark question, as they gave a generic response using their understanding of sampling, by making a statement that could be applied to any location. Many candidates were unable to apply their knowledge to the map shown, so failed to gain the second mark. Candidates could be pointed to the phrase in the question “in the area shown”, which would enable them to apply their knowledge to the resource in the exam paper.

Common creditable answers for one mark, were that sampling avoids bias and saves time. Candidates who scored two marks, put their answer in context of the map e.g. a large area to study.

- (ii) This question assessed AO4, candidates were asked to use their fieldwork and geographical skills to complete a line of a bipolar survey. A high proportion of candidates attempted and successfully answered this question, using their fieldwork skills correctly, and interpreting and completing a bipolar survey.
- (b)
 - (i) This question assessed AO4, candidates were asked to apply their geographical skills to interpret the results on a graph. It was encouraging to see most candidates were successful in this question, which used a radar graph. Candidates who scored two, often failed on the final statement.
 - (ii) This question assessed AO4, candidates were asked to adapt a fieldwork technique, by suggesting improvements to the part of the questionnaire shown. Most candidates were successful in this question, scoring two marks. Commonly creditable answers were references to distance, options for residents who lived further away and overlapping categories.
- (c) This question assessed AO3, using the command word, evaluate. Candidates were asked for one strength and one weakness of an example of the fieldwork technique provided in the exam paper.

The fieldwork technique was a completed field sketch. Strengths were more competently done by most candidates than weaknesses, however the mark scheme did credit one mark for a strength (or weakness) and up to 2 additional marks for elaboration, allowing some candidates to score 3 out of 4, without a weakness (or strength).

A significant majority of candidates did not evaluate the field sketch provided but described the sketch, referring to the content of the sketch. Another group of candidates gave generic strengths and weaknesses about field sketches in general, rather than referring to the diagram provided.

Creditable common answers referred to detailed annotations and labels/visual clarity, which were then occasionally elaborated on in terms of a better understanding/drawing conclusions/easier to interpret. For weaknesses, the most common answers related to the sketch having no numerical data/no scale/limited viewpoint, with elaboration referring to comparing the field sketch with other locations.

Part B

Like Part A, Part B assessed AO3 and AO4 for fieldwork skills in a human and/or physical environment which is unfamiliar to candidates.

The focus of this question was investigating place through fieldwork.

- Q.2 (a)** This question assessed AO3, candidates were asked to apply their knowledge of place and investigating place, to a photograph of Lowestoft.

Under half of the candidates correctly identified two enquiry questions about investigating place.

- (b)** This question assessed AO3, candidates were asked to apply their knowledge and understanding of place and location, to identify two mistakes in a description of the location of Lowestoft.

There was a range of marks for this question, but generally candidates did very well, with many candidates scoring four marks. There were very few candidates who did not attempt this question which highlights that this type of question was accessible.

- (c)** This question assessed AO3, candidates were asked to apply their knowledge and understanding to evaluate the fieldwork recording sheet provided.

Most candidates recognised that their answers to this question were about this particular recording sheet, that had been included in the resource folder. Common creditable answers were related to large amounts of information/detailed questions/clearly recorded date and time. Weaknesses were as generally credited as well as strengths, and answers commonly related to words overlapping/writing overprint/ no space for answers. The elaboration of these initial points differentiated well. Elaboration covered a range of points such as allows comparisons or is hard to read/come to conclusions.

Some weaker responses described some of the data recorded on the recording sheet, others provided answers that showed non-comprehension of the question.

- (d) (i)** This question assessed AO4, candidates were asked to use their skills to complete a shading section on a choropleth map. A high proportion of candidates attempted and successfully answered this question.
- (ii)** This question assessed AO4. Candidates were asked to use their skills to interpret the choropleth map. Most candidates scored correctly, and most candidates only tick one box. A high proportion of candidates attempted and successfully answered this question.

Part C

The focus for this part, is the wider UK. In this section of the paper, in addition to AO3 and AO4, AO2 is assessed, candidates being asked to show their understanding and to explain geographical concepts or interrelationships between environments and processes.

Q.3 (a) This question assessed AO4. Candidates were asked to interpret a graph of Internet sales as a percentage of total retail sales. A high proportion of candidates attempted and successfully answered this question.

(b) (i) This question assessed AO2. In this question candidates were asked to show their understanding of the interrelationship between places, environments and processes. They were asked to explain *why* retail provision is changing in the UK.

This question and the following question, were clearly familiar territory for candidates, which led to some weaker candidates collecting marks and accessing band one. However, some candidates did not fully separate the ideas involved in the questions, “retail change” and “impacts of online shopping”, which led some stronger candidates not to achieve in both questions. Overall not many band 3 responses were seen.

(ii) This question assessed AO2. In this question candidates were asked to show their understanding of impacts from online shopping, focusing on social and economic impacts.

The command word for this question was explain, which some candidates struggled to apply to the reasons behind the impacts. Many candidates wrote expansive answers, but these did not always effectively target the question. Succinct targeted answers, often within the space provided, scored more highly.

(c) (i) This question assessed AO4, and with its counterpart 3 (c) (ii) asked candidates to calculate and then interpret their calculations, using a comparative statement. Many candidates did well on this, using the data from the table in the resource folder.

(ii) This question assessed AO4, following on from the previous question. Many candidates were able to offer a comparison.

(d) (i) This question assessed AO4, asking candidates to use their skills to suggest adaptations to the diagram to provide greater clarity.

(ii) This question assessed AO4, asking candidates to use their skills to suggest a numerical method to analyse some data. This offered a suitable challenge to most candidates.

(iii) This question assessed AO4, asking candidates to use their skills to suggest why a particular presentation method would be suitable for a dataset.

(e) This question assessed AO4, asking candidates to use their skills to suggest why a particular presentation method would be suitable for a dataset.

- (f) This question assessed AO3. This question required candidate to use the material presented in part C of the examination papers and the resource folder to justify a decision. Candidates were required to build on all four elements of AO3. Candidates were asked to interpret a range of evidence in the resource folder and paper, as well as applying their wider geographical knowledge to the question. They were expected to analyse, by giving argument/counterargument, differing reasons/viewpoints, and expressing this logically through relevant chain of reasoning. Candidates were also asked to evaluate and then justify by reaching a decision or a conclusion.

Most candidates wrote answers for this question, with many candidates writing extensive answers. However, many of these candidates, did not show evidence of planning, so the coherence of the answers was not as successful as otherwise could have been. Candidates could be pointed to making a plan, if they find they have adequate time. All candidates could be encouraged to think of a logically developed answers or sequence of points, or logically developed paragraphs before they start. As this is probably a familiar topic for many candidates, many showed little planned logical development within their answers.

Few candidates achieved band four responses this year. Often answers were not clearly structured with little use of signposting or evidence of argument and counterargument. Many candidates failed to include differing reasons, viewpoints, or use their wider geographical knowledge and/or range of evidence to support their reasoning. Limited chains of reasoning were seen.

As usual this question is interpreted in many different ways by the candidates, some focused on the changing shopping habits whereas others focus more on new developments.

Some candidates provided good examples of wider geographical knowledge, however this was limited, and not always specific, for example not giving location information.

The evidence in the resource folder was used well, with some widely different interpretations, which allowed a range of analysis and explanations.

Most candidates interpreted U.K.'s towns and high streets to mean the infrastructure i.e., shops and transport, and the people who might live there. Few candidates considered the political, cultural, sustainable aspects of our UK towns and high streets.

High quality band four answers included linked chains of developed reasoning which were relevant. Candidates were covering aspects such as digitally enhanced high streets/integration of retail and entertainment services/diversity of services/opportunities for redesign/business models/town identity/brands/clones towns/communities.

Candidates focused heavily on online shopping and how this might limit retail within the high Street. Many answers were in band two and three, with very few in band one.

Summary of key points

- Some candidates made generic points or provided description in A03 questions, where using the provided resource and referring / applying their knowledge to this was important. Making sure that comments refer directly to the resource provided is critical for these marks.
- Candidates provided answers to the longer questions that didn't show evidence of planning / structure or initial thought. This was probably exasperated by the familiarity of the topics this exam. They would be advised to take a moment to think and make a plan, before attempting the longer answers, jotting down key geographical terms they might want to use.
- Characteristically those candidates that scored highly attempted all questions across the paper, even if their performance on the longer answers was weaker than some others, their marks added up over the paper. If candidates are not sure of an answer, they should have a go anyway.



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